CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

THE COLUMBIAN UNIVERSITY,

FOR THE ACADEMIC YEAR 1884-'85.

WASHINGTON:
RUFUS H. DARBY, PRINTER.
1885.

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THE NEW UNIVERSITY BUILDING.

The exercises of the College, of the Law School, and of the Scientific School are held in the new University building, situated on the southeast corner of H and Fifteenth streets.

This building is four stories high and has a frontage of 121 feet on Fifteenth street and of 64½ on H street, with an annex extending back on the south line 156 feet. The façades are built of pressed and moulded bricks, which latter were especially shaped and modelled for the building, while its terra cotta ornamentations are artistically designed to give architectural expression to the educational purposes of the edifice. The ascent to the main floor is by iron stairs 12 feet wide, and to the floors above by a massive and ornate staircase 7 feet wide.

In the main story are contained the Law Lecture Hall, 45 feet by 60 feet, (capable of seating five hundred persons,) the Museum, the University Library, the President's Office, the Reception Room, and one Lecture Room. The upper stories contain Lecture Rooms, Professors' Studies, the Chemical Lecture Hall, the Enosinian Society Hall, &c., &c., while the pavilion which surmounts the building is designed for use by the teacher of Astronomy. The basement story, which is at an average depth of only 12 inches below the pavement, contains several Lecture Rooms, the Assay Department, steam-heating rooms, fuel rooms, store rooms, &c. The Chemical Laboratories are relegated to the lateral annex on the south line of the lot, and are separated from the main building by a heavy brick wall. Access to the laboratories is obtained by a spacious stone staircase, built around the main ventilating shaft, and encased by brick walls to make it proof against fire. Heavy brick partitions and iron beams running through the whole building render each tier of rooms secure from communication in case fire should occur in any part of the structure. The building is heated throughout by steam and by a combination of both direct and indirect radiation. The ventilation is effected by a general system dependent on two large shafts and by a special system of flues connecting with these shafts, or with chimneys, and reaching to every room occupied for purposes of instruction.

NOTE.

By an act of Congress approved March 3, 1873, the act to incorporate The Columbian College, in the District of Columbia, approved February 9, 1821, was so far modified as to provide, *inter alia*, "that said Corporation shall be hereafter known and called by the name of The Columbian University, and in that name shall take, hold, and manage all the estate and property now belonging to said College, or that may hereafter be conveyed, devised, or bequeathed to said Corporation by its original name."

CALENDAR.

CURRENT ACADEMIC YEAR (1884–'85).

1884.	Sept. 8.	Examination of Candidates for admission to College	Monday.
	Sept. 9.		Tuesday.
	Sept. 10.	First College Term begins	Wednesday.
	Sept. 10.	First Term Preparatory School begins	Wednesday.
	Oct. 6.	Session of Medical School begins	Monday.
	Oct. 8.	Session of Law School begins	Wednesday.
1885.	Jan. 16.	First College Term Examination begins	Friday.
	Jan. 26.	Second College Term begins	Monday.
	Mar. 19.	Commencement of Medical School	Thursday.
	April 15.	Senior Examinations begin	Wednesday.
	May 25.	Second College Term Examination begins	Monday.
	June 9.	Anniversary Meeting of Alumni	Tuesday.
	June 9.	Commencement of Law School	Tuesday.
	June 10.	Commencement of College	Wednesday.
	June 12.	Commencement of the Corcoran School	Wednesday.
	June 12.	Exhibition of Preparatory School	Friday.

NEXT ACADEMIC YEAR (1885–'86).

1885.	Sept. 7.	Examination of Candidates for admission to College	Monday.
	Sept. 8.		Tuesday.
	Sept. 9.	First College Term begins	Wednesday.
	Sept. 9.	First Term Preparatory School begins	Wednesday
	Oct. 5.	Session of Medical School begins	Monday.
	Oct. 6.	Session of Corcoran School begins	Tuesday.
	Oct. 7.	Session of Law School begins	Wednesday.
1886.	Jan. 15.	First College Term Examination begins	Friday.
	Jan. 25.	Second College Term begins	Monday.
	Mar. 18.	Commencement of Medical School	Thursday.
	April 14.	Senior Examinations begin	Wednesday.
	May 24.	Second College Term Examination begins	Monday.
	June 8.	Anniversary Meeting of Alumni	Tuesday.
	June 8.	Commencement of Law School	Tuesday.
	June 9.	Commencement of College	Wednesday.
	June 9.	Commencement of Corcoran School	Wednesday.
	June 11.	Exhibition of Preparatory School	Friday.

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THE CHIEFJUSTICE OF THE SUPREME COURT OF THE UNITED STATES.

THE ATTORNEY-GENERAL OF THE UNITED STATES.

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GARDINER G. HUBBARD, ESQ.
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ROBERT C. FOX, LL.D., *Secretary and Treasurer of the Corporation.*

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———— ————
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F. B. Young ..... New Jersey.

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PHILIP S. BROWN	Washington, D. C	Soph.	
WILMOT A. CARRINGTON	Washington, D. C	Soph.	Soph
JESSE CHRISTY	Washington, D. C	Jun	Jun
FRANK M. COLBY	Washington, D. C	Jun	Jun
GRORGE B. COREY	Washington, D. C	Soph.	
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WM. DINWIDDIE	Alexandria, Virginia	Jun	Jun
THORNTON J. HAINES	Washington, D. C	Fresh	
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HENRY B. HEDRICK	Georgetown, D. C	Jun	Jun
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CHARLES B. HUDSON	Washington, D. C	Soph.	Soph
LEE D. LODGE	Gaithersburg, Md	Sen	Sen
ARTHUR S. MATTINGLY	Mt. Pleasant, D. C	Fresh	
PAUL MATTHEWS	Washington, D. C	Soph.	Soph
ARTHUR C. MERIAM	Washington, D. C	Fresh	Fresh
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RALEIGH SHERMAN	Washington, D. C	Sen	
WILLIAM F. SHUTE	Washington, D. C	Soph.	Soph
HARRY W. SMITH	Washington, D. C	Jun	
EDWIN SPALDING	Washington, D. C	Jun	Jun
FRANK H. STEPHENS	Washington, D. C	Sen	Sen

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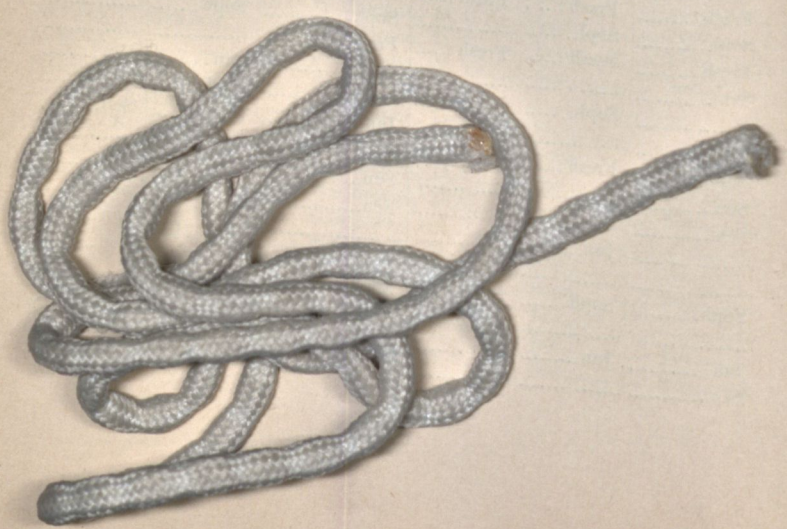
LATIN.	MODERN LANGUAGES.		MATHEMATICS.	NATURAL SCIENCE.	PHILOSOPHY
	FRENCH.	GERMAN.			
Fresh	Fresh	Fresh	Fresh		
	Fresh	Fresh,Soph	Fresh	Soph., Jun.	
Fresh	Fresh	Fresh	Fresh		
	Soph	Soph	Soph	Soph., Jun.	
					Sen
Soph	Soph	Soph			
Soph	Soph.	Soph	Soph		
Jun	Soph	Soph	Jun		Jun
Jun	Soph	Jun	Jun	Jun	Jun
	Soph	Fresh	Fresh	Soph	
					Sen
			Fresh	Soph	
			Sen	Sen	Sen
Sen					
Jun	Jun	Jun	Jun	Jun	Jun
Fresh			Fresh	Soph., Jun.	
Fresh		Soph.	Fresh	Soph., Jun.	
Jun	Jun	Jun	Jun	Jun	Jun
				Soph., Jun	Sen
				Sen	
Sen		Jun	Sen	Sen	Sen
Soph	Soph	Soph	Soph	Soph	
Sen			Sen	Sen	Sen
Fresh	Fresh	Fresh	Fresh		
Soph	Soph		Soph	Soph	
Fresh	Fresh	Fresh	Fresh		
Sen			Sen	Sen	Sen
	Soph.	Soph		Soph.	Sen
			Jun., Sen	Sen	Sen
Soph.	Fresh	Fresh,Soph	Fresh		
Sen			Sen	Sen	Sen
Sen			Sen	Sen	Sen
	Jun	Jun			Jun
			Sen	Sen	Sen
Soph.	Soph	Soph	Soph	Soph	
					Jun., Sen
Jun	Jun	Jun	Jun	Jun	Jun
Sen			Sen	Sen	Sen

STUDENTS IN

NAME.	RESIDENCE.	SCHOOLS.	
		ENGLISH.	GREEK.
WALTER STOTT	Washington, D. C.		
CHARLES L. STURTEVANT	Mt. Pleasant, D. C.	Sen	
FRANK SUTER	Alexandria, Virginia	Sen	Sen
M. F. F. SWARTZELL	Washington, D. C.	Soph	Soph
ERNEST G. THOMPSON	Washington, D. C.	Fresh	Fresh
TITUS ULKE	Washington, D. C.		
C. J. WADE	Savannah, Georgia	Fresh	
THOMAS L. WATERS	Alexandria, Virginia	Jun	Jun
CHARLES WELLBORN	Dallas, Texas	Fresh, Soph.	
THOS. T. WILLIAMS	Washington, D. C.	Soph.	Fresh
HENRY D. WILSON	Washington, D. C.	Fresh	Fresh
WILLIAM H. WILSON	Charlestown, W. Va.	Fresh	Fresh
E. EVELETH WINSLOW	Boston, Massachusetts	Jun	

COLLEGE STUDENTS.....49.



SCHOOLS.

LATIN.	MODERN LANGUAGES.		MATHEMATICS.	NATURAL SCIENCE.	PHILOSOPHY
	FRENCH.	GERMAN.			
.....	.....	.....	Fresh, Soph....	.....	.....
Sen.....	Jun	Jun.....	Sen.....	Sen	Sen .....
Sen.....	.....	Jun	Sen.....	Sen	Sen .....
Soph	Soph	Soph	Soph	Soph., Jun.	.....
Fresh	Fresh	Fresh	Fresh.....	.....	.....
.....	Fresh	.....	Soph.....	Soph., Jun.	.....
				Sen	
Fresh	Fresh	Fresh	Fresh	.....	.....
Jun	Fresh	Jun	Jun	Jun.	Jun.....
Soph	Soph	Fresh	Soph	Soph	.....
.....	Fresh	Fresh	Fresh	Soph, Jun..	.....
Fresh.....	Fresh	Fresh	Fresh	.....	.....
Fresh.....	Fresh	Fresh	Fresh	.....	.....
Jun	Jun	.....	Jun., Sen.....	Jun.....	Jun .....

STUDENTS IN SCIENCE AND TECHNOLOGY.

WELLFORD ADDIS [2] ..... District of Columbia.
W. H. APPLETON [1,2,8] ..... New Hampshire.
E. W. ASHFORD [6] ..... District of Columbia.
SUMNER BANGS [2,3] ..... Maine.
E. C. BARNARD [8] ..... District of Columbia.
J. A. BARRY [2,8] ..... District of Columbia.
MISS JOSEPHINE BETTES ..... Massachusetts.
J. M. BLANFORD ..... District of Columbia.
H. M. BOTELER [8] ..... District of Columbia.
MISS D. M. BOYD [4] ..... District of Columbia.
ROBERT BRIDGES [5] ..... Maryland.
J. STANLEY-BROWN ..... District of Columbia.
MISS LIZZIE P. BROWN ..... District of Columbia.
B. BUNNEMEYER ..... District of Columbia.
N. L. BURCHELL [5] ..... District of Columbia.
O. BURKE [8] ..... District of Columbia.
A. CATHCART [2,6] ..... District of Columbia.
MISS N. CATTELL [4] ..... District of Columbia.
T. E. CHAPIN [1,4] ..... District of Columbia.
R. H. CHAPMAN [2,8] ..... Connecticut.
HARRY CHUTE ..... District of Columbia.
E. B. CLARKE [8] ..... Nevada.
G. A. COPELAND [2,3,4,5] ..... New Jersey.
A. M. COYLE [5] ..... District of Columbia.
W. E. COCHRAN [5] ..... Kansas.
D. E. MCCOMB [2,3,4] ..... District of Columbia.
JAMES CORRIDON [1] ..... District of Columbia.
HARRY MCCOY [7] ..... Maryland.
C. P. CRONK [2,6] ..... District of Columbia.
M. A. CUDLIPP [8] ..... District of Columbia.
B. DALY [1,2] ..... District of Columbia.
MISS ADA M. DALY [3,4] ..... District of Columbia.
E. Y. DAVIDSON [1] ..... District of Columbia.
B. E. DAKIN [2,8] ..... District of Columbia.
I. T. DAVIS [5] ..... District of Columbia.
P. C. DAY ..... Maryland.
G. A. DETCHMENDAY [2,8] ..... District of Columbia.
C. B. DILLEY [2,6] ..... District of Columbia.
A. DONHAUSER [2] ..... District of Columbia.
F. H. DUEHAY ..... District of Columbia.
H. S. DURNALL ..... Pennsylvania.

T. A. DENT ..... District of Columbia.
O. L. FASSIG [2,6] ..... District of Columbia.
B. C. FENWICK ..... District of Columbia.
B. P. FINN [1,2] ..... Dakota Territory.
MISS R. A. FLETCHER [4] ..... District of Columbia.
S. A. FOOTE [8] ..... District of Columbia.
C. H. GARDNER [5,8] ..... District of Columbia.
W. A. GLASSFORD ..... District of Columbia.
T. J. GLOVER ..... Iowa.
A. GUDE [1] ..... Maryland.
W. H. HARTT [2] ..... Virginia.
L. J. HATCH [1] ..... Vermont.
W. H. HAMMON [2,6] ..... District of Columbia.
D. C. HARRISON [8] ..... District of Columbia.
G. P. HAWKINS [2] ..... District of Columbia.
R. R. HERMAN [2] ..... District of Columbia.
A. J. HENRY ..... District of Columbia.
R. HENDERSON [5] ..... Maryland.
C. B. HEPBURN [8] ..... District of Columbia.
G. A. HILL [2] ..... District of Columbia.
MRS. C. B. HINDS [5] ..... District of Columbia.
W. S. HOGG [5] ..... U. S. Navy.
MISS A. E. HOPKINS [4] ..... District of Columbia.
T. R. HOPKINS [2] ..... District of Columbia.
F. A. HOPKINS [8] ..... District of Columbia.
MISS W. C. HARTMAN [4] ..... District of Columbia.
GEO. T. HINTON [2] ..... New York.
E. B. JONES [8] ..... Indiana.
A. KLAKRING [2,8] ..... District of Columbia.
J. A. KENNICUTT ..... District of Columbia.
G. W. KNOPF [2,6] ..... District of Columbia.
J. S. LATIMER [8] ..... District of Columbia.
E. L. LEMERLE [8] ..... District of Columbia.
P. E. LEWIS ..... District of Columbia.
R. E. LEWIS [2,8] ..... District of Columbia.
G. C. LOOMIS [1,5] ..... West Virginia.
R. H. MCKEE [8] ..... District of Columbia
MISS MAGGIE MAHER [4] ..... District of Columbia.
JAS. A. MAHER [2,4,9] ..... District of Columbia.
J. MARRON [2,8] ..... District of Columbia.
W. B. MARYE [2,6] ..... District of Columbia.
T. Z. MAGUIRE [6] ..... District of Columbia.
D. T. MARING [2,4] ..... District of Columbia.
A. E. MERLIN [8] ..... District of Columbia.
R. D. MESTON [2] ..... District of Columbia.
R. MCC. MICHLER [8] ..... District of Columbia.

S. C. Miller [5] ..... Minnesota.
C. Mindeleff [1] ..... District of Columbia.
V. Mindeleff [1] ..... District of Columbia.
J. H. Mitchell [1,2,3,4] ..... District of Columbia.
W. F. Molloy [8] ..... District of Columbia.
J. A. Moran [4,8] ..... District of Columbia.
J. T. Morrow ..... District of Columbia.
H. Munroe ..... District of Columbia.
S. B. Nichols [1] ..... Florida.
Harry Newcomb ..... District of Columbia.
Geo. T. Pohlers [2,8] ..... Michigan.
C. P. Randall ..... District of Columbia.
Miss G. Ravenburg [4] ..... Illinois.
L. C. Rines ..... District of Columbia.
Miss F. M. Roach [3] ..... District of Columbia.
E. C. Robinson [2] ..... District of Columbia.
H. P. Sanders ..... District of Columbia.
W. R. Scholl [2,3,4,8] ..... District of Columbia.
R. Seyboth [9] ..... District of Columbia.
L. W. Shaw ..... District of Columbia.
Thomas W. Sidwell [5] ..... District of Columbia.
J. E. Smith [3,4] ..... District of Columbia.
E. Speiden [5] ..... District of Columbia.
P. Stansbury ..... District of Columbia.
E. E. Storch ..... District of Columbia.
Miss M. Thatcher [8] ..... District of Columbia.
L. L. Thompson [8] ..... District of Columbia.
S. O. Tingley [2,4,8] ..... Colorado.
R. M. Towson [8] ..... Massachusetts.
E. A. Trescott [2,4,8,9] ..... District of Columbia.
E. M. Wade [5] ..... District of Columbia.
B. L. Walker [2,8] ..... Georgia.
Richard Wallach [1,2,4,5] ..... District of Columbia.
G. A. Warren [2] ..... District of Columbia.
B. C. Washington [8] ..... District of Columbia.
J. H. Walter [1,3,4] ..... West Virginia.
G. L. Wheelock ..... Virginia.
Miss F. S. Wilson [8] ..... New York.
M. J. Wright [2,8,9] ..... District of Columbia.

STUDENTS IN SCIENCE AND TECHNOLOGY 126

Note.—Students without numerals suffixed to their names are pursuing a General Course of Studies leading to a full degree. Students with numerals suffixed to their names are pursuing studies according to the following notation; 1, English; 2, Mathematics; 3, French; 4, German; 5, Analytical Chemistry; 6, Physics; 7, Assaying; 8, Drawing; 9, General Chemistry.

RECAPITULATION.

Law Students	179
Medical Students	86
College Students	49
Students of Science and Technology	126
Aggregate	440

LAW SCHOOL.

The Law School of the Columbian University is held in the University Building, situated on the southeast corner of Fifteenth and H streets.

ADMISSION.

The course of study is adapted to graduates of colleges, and to any who have attained a competent discipline of their mental powers. All, however, who desire are admitted to the recitations and lectures of the School, it being understood that their graduation will depend on their success in mastering the daily exercises and in passing the final examinations. No one is admitted as a candidate for graduation in the Senior Class who has not spent one year either at this or some other Law School, or performed a corresponding amount of study under some approved attorney.

SESSIONS.

The entire course of study in the undergraduate department embraces two years. The annual session begins on the first Wednesday in October and ends on the Tuesday next before the second Wednesday in June. The exercises of the School begin daily at 6 o'clock P. M., giving to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

COURSE OF INSTRUCTION.

The School has three classes, a Junior and a Senior in the undergraduate department, and a Graduate Class in Practice.

Junior Class.

PROF. COX.

The instructor of the Junior Class, aiming to secure for his pupils as thorough and accurate a knowledge of the law of *real and personal property*, *of contracts*, and *of crimes and misdemeanors*, as it is possible for them to attain within the

brief period of a scholastic year, places in their hands, successively, *Blackstone's Commentaries*, *Kent's Commentaries*, *Parsons on Contracts*, and *Byles on Bills*, as text-books to be carefully read and studied. He meets the class on Monday, Wednesday, and Friday of each week. For each meeting a lesson of moderate length is assigned, and the lesson for the evening forms the subject of his lecture. In his lecture he reviews, illustrates, and simplifies, as far as he can, the teachings of the lesson; shows how far, and in what particulars, the law contained in it has been repealed or modified, either by English or American statutes, or by the American common law; and tries to remove the doubts and uncertainties that are apt to trouble and perplex those entering for the first time upon the study of law. And to insure a careful reading of the lesson, and proper attention to his lecture, he, at the close of the latter, questions the class upon the important points of each; and, by his catechetical analysis, reproduces and impresses upon the memories of his pupils the teachings of both lesson and lecture.

The Senior Class.

PROF. MAURY.

The students of the Senior Class meet the Professor charged with their especial instruction on Tuesday, Thursday, and Saturday of each week, and while pursuing the special studies of the Senior course are required to attend the recitations and lectures of the Junior year, that they may be thoroughly grounded in the law of real and personal property and of contracts.

The special studies of the Senior year begin with Common Law Pleading, in which *Stephen on Pleading*, as edited by Tyler, is used as the text-book of the class. Next follow instructions on the Law of Evidence, with the first volume of *Greenleaf on Evidence* as a manual. To these succeed instructions in Equity Jurisprudence and Equity Pleading and Practice—*Smith's Manual of Equity, and Mitford and Tyler's Pleadings and Practice in Equity* being the text-books used under these heads. The closing part of the course is occupied with the *Law of Partnership* considered in itself and in its relations to remedies afforded in Courts of Equity. And because of their especial character, lectures are given on the Remedies, Ejectments, Quo Warranto, Scire Facias, and Man-

damus, as also lectures, by way of review, on Pleading and on Evidence, delivered at the close of the whole course.

The method of instruction pursued in this class is as follows: A lesson comprising a certain number of pages in the text-book is assigned to the class, and on the subject-matter of this lesson the Professor at his next meeting lectures according to the requirements of the case. At the next meeting he examines the class on the text and lecture of the preceding meeting—using for this purpose carefully written questions, and calling up indiscriminately the members of the class. In this way the students are trained to reproduce with readiness and accuracy the principles they have learned both from the text-books and the Lectures of the Professor.

SPECIAL FACILITIES.

The City of Washington furnishes special facilities for the law student as well as for the general scholar. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern. Besides the local courts, both of criminal and civil jurisdiction, the sessions of the Supreme Court are valuable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities open to persons desirous of general improvement.

EXAMINATION AND GRADUATION.

All candidates for graduation are required to pass a general examination, at the end of the course, on all the studies of the two years, in the presence of the Faculty and of such committee as the Trustees of the University may appoint. This examination is conducted upon printed questions, which are answered by each student in writing.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who, on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examination in all the studies of both the Junior and Senior classes.

The time spent in the Law School of the University is

counted as part of the period of study required for admission to the bar of the Supreme Court of the District of Columbia.

PRIZES.

Three prizes, one of forty dollars, one of thirty dollars, and one of twenty dollars, are annually given to the respective authors of the best three essays among all those handed in by such members of the Senior class as shall compete for them, and shall pass a successful examination for the degree of Bachelor of Laws. These prizes are awarded by the regular professors of the School.

COMMENCEMENT.

The degrees are publicly conferred, and the prizes publicly delivered at the Annual Commencement of the Law Department, when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for that purpose.

EXPENSES.

The entire charge for tuition, lectures, and all the facilities of the School, is *eighty dollars* for a single year, or *one hundred and fifty dollars* for two scholastic years, payable in advance, half yearly, or in monthly instalments at the option of students. Students who devote three years or more to the preparation for graduation may have this privilege by the payment of *two hundred dollars* for the entire course. If a student shall, for any cause, intermit the studies of either his first or his second year at any point before graduation, the payments he may have made during either or both of those years will not work exemption from the regular monthly dues of any subsequent year on which he may attend the School; but it shall always be open to him to profit by the benefits of the three years' rule. A charge of *two dollars* is made for diplomas. Students from abroad can secure board at prices as reasonable as in any other city.

Graduates of the school are admitted to all lectures of the undergraduate course in subsequent years without charge.

Graduate Course in Practice.

The Graduate course of instruction in Common Law Practice and in Equity Pleadings and Practice, designed to show the application of the principles of law to the transactions of business life and to the actual proceedings of courts, is conducted by Professors Cox, Maury and Appleby as a supplement to the undergraduate course of the Law School.

In the Common Law Branch the students use a work on Practice prepared by Professor Cox, after which they are exercised in the conduct and trial of causes, and thus taught to apply their theoretical learning in pleadings, practice and evidence. In connection with this course, it is intended that they shall also study some such work as *Archibald's Law of Nisi Prius.* During more than half the term the exercises are those of a Nisi Prius Moot Court, over which Professor Appleby presides.

In the Equity Branch the students will be instructed by Prof. Maury in the general principles of equity pleadings, and in the mode of conducting an equity case. The text-book employed will be *Mitford and Tyler's Equity Pleadings and Practice.*

Candidates for admission to the Graduate course will be required to furnish evidence that they have been diligent and successful students of law for the term of two years. Diplomas of respectable law schools, certifying that their holders have been graduated after such a term of study, will be received as evidence of qualification for admission to the course. At the end of the course all such students who shall sustain a satisfactory examination in its instruction and exercises will be entitled to a diploma admitting them to the degree of Master of Laws. Students who have pursued a two-years' term of study in a lawyer's office will also be admitted to the course, on presenting a certificate of the fact from a lawyer under whose direction they may have studied; but such students, if aspiring to the degree of Master of Laws, will be required, as the condition of receiving it, to sustain a satisfactory examination for the degree of Bachelor of Laws as well as for the degree of Master of Laws.

The tuition fee for this course, covering a period of nine months, is $25. It does not carry with it the privilege of attending the Lectures of the undergraduate course, except in the case of students who are graduates of the School.

LECTURES ON CONSTITUTIONAL LAW.

An extraordinary course of Lectures on Constitutional Law is delivered to the students of the School by the Hon. WILLIAM STRONG, LL.D., sometime Associate Justice of the Supreme Court of the United States. In this course, after a history of the origin and formation of the Constitution of the United States, the principles of Constitutional interpretation are briefly inculcated, in connection with an outline sketch of the leading doctrines to which those principles have led in the conduct of the Government and under the exposition of the Supreme Court of the United States.

The course is open to all the classes of the School.

THE MEDICAL SCHOOL.

The building in which this School holds its sessions, the munificent gift of WILLIAM W. CORCORAN, LL.D., is situated on H street, between Thirteenth and Fourteenth streets, in Washington.

The School has a museum containing a valuable collection, and is provided with other appointments suitable for the purposes of medical, anatomical, and surgical study.

The plan of instruction comprises a complete course of scholastic lectures on the seven essential branches of medical science, viz: Anatomy, Physiology, Materia Medica, Chemistry, Surgery, Obstetrics, and the Theory and Practice of Medicine, by which the student becomes versed in the principles of his profession; and, conjoined with this, ample opportunities are afforded for bedside instruction, by which the general principles taught in the lecture-room can be verified, illustrated, and practically applied, under the observation of the student. In this latter particular no pains will be spared to render him familiar with the various modes of examining patients, analyzing symptoms, and arriving at a correct diagnosis and prognosis of any case that may be presented. In like manner he will learn the art of prescribing medicines and of observing their effects, the mode of performing surgical operations, &c.

In addition to full sets of diagrams to illustrate the subjects considered by the several Chairs, the College has provided a Sciopticon, or Lantern, which enables the Lecturer to give the class faithful and exact (photographic) views of both normal and pathological structures. Practical laboratory instruction will be given during the session in Experimental Physiology, Normal and Pathological Histology, and Chemistry. The laboratory has been supplied with microscopes and with the necessary appliances for the study of these subjects.

The course in Experimental Physiology and Histology is open to students during the first and second years of their tuition, and the course in Pathological Histology to third year students only. Both these courses constitute a neces-

sary part of College work, and attendance upon them is not optional, but obligatory.

The Spring Course of Lectures begins in April, and comprehends Lectures and Practical instruction on Diseases of the Eye and Ear; Toxicology and Chemical Analysis; Histology; Mental Diseases; Diseases of the Skin; Medical Jurisprudence, and Diseases of Children.

CLINICAL INSTRUCTION.

The opportunities for clinical instruction in the City of Washington have increased in proportion to its augmented population and growing business activity.

In addition to the opportunities afforded for general instruction in Medicine and Surgery by the larger hospitals of the City, facilities are provided by which the student may qualify himself for the treatment of certain special departments of disease, which have of late acquired considerable prominence in Medical Practice, and in the successful management of which a certain skill is necessary that can be acquired only by special courses of clinical instruction.

Diseases of Infants and Children.—In this important class of maladies special clinical instruction is given at the Children's Hospital, by the Attending Physicians and Surgeons, among whom are Prof. W. W. JOHNSTON and Prof. J. FORD THOMPSON. Students are admitted to the clinics free of charge, and also to the Dispensary service, which is open daily from 2.30 to 4.30 o'clock P. M. Under direction of the Medical and Surgical attendants of this Institution, ample opportunity is afforded the student to become practically acquainted with the diagnosis and treatment of the diseases of early life.

Diseases of the Eye and Ear.—Many medical students begin practice with only superficial knowledge of the diseases affecting the organs of sight and hearing. To remedy this defect clinical lectures are given during both the winter and spring course by Dr. FRANCIS B. LORING at the Washington Eye and Ear Infirmary, at 4 o'clock P. M., on special days, of which due notice is given during each term. The Infirmary is attached to the College Building, No. 1325 H street, and, as its patients are very numerous, they afford ample opportunity for a thorough course of clinical study in this important department of medical practice.

The Central Dispensary and Emergency Hospital treats a

large number of patients. The Dispensary has six separate departments, exclusive of the Emergency Hospital, viz: 1. Diseases of Children; 2. Diseases of Women; 3. Diseases of the Eye and Ear; 4. Diseases of the Throat and Lungs; 5. Surgical Cases; 6. General and Nervous Diseases. The services are held daily from 1 to 3 P. M. During the winter, clinical lectures are given on Sunday by members of the Attending Staff, admission to which is secured by means of cards obtained from the Secretary of the Staff. There are three Dispensary studentships and a Resident studentship open to undergraduates.

On the whole it may be stated that the various Dispensaries and Hospitals of the City of Washington afford facilities by which the student may obtain all the information he desires in the way of clinical instruction; and, as the number of students in attendance is never very large, a good opportunity is afforded for close and exact observations in pathology and treatment.

All clinical instruction is free of charge.

PRACTICAL ANATOMY.

The Dissecting-Room, newly constructed in the most approved style, is large and thoroughly ventilated. It is amply supplied with gas-light, water, and everything that can contribute to the convenience and comfort of the student. The room is open during the day, and in the evening until 11 P. M., under the direction of the Demonstrator of Anatomy.

General Sketch of the Several Lecture Courses.

SURGERY.

PROF. J. FORD THOMPSON, M. D.

The principles and practice of Surgery are taught from this Chair both by didactic lectures and clinical instruction. Orthopedic Surgery and Diseases of the Genito-Urinary system are included in this course. At the College, operations will be performed upon the *cadaver*, and the use of all important surgical instruments and appliances will be demonstrated in the same manner. A collection of colored models, of life size, illustrating Surgical Anatomy, forms a feature of the surgical course.

THEORY AND PRACTICE OF MEDICINE.

PROF. W. W. JOHNSTON, M. D., ONE OF THE ATTENDING PHYSICIANS TO THE CHILDREN'S HOSPITAL.

The instruction in this department includes lectures on General Pathology, General Diseases, and Diseases of Organs.

The study of Pathological Anatomy will always be made a prelude to that of disturbed function.

Illustrations and practical instruction are largely used to supplement didactic teaching.

OBSTETRICS AND THE DISEASES OF WOMEN AND CHILDREN.

PROF. A. F. A. KING, M. D.

This course comprises a series of Lectures on the Science and Practice of Midwifery, together with additional Lectures on Gynecology. The Lectures on Obstetrics are illustrated by an elaborate collection of life-sized diagrams, natural preparations, and *papier maché* models, exhibiting the anatomy and physiology of reproduction in all its stages. The mechanism and practical management of natural and preternatural labors are demonstrated on appropriate manikins, and obstetrical instruments of all kinds are exhibited, and their uses fully explained.

The department of Gynecology, which has of late attained so great a prominence in medical practice, will be thoroughly taught, both as regards theory and practice; and all instrumental and other appliances required in treating the diseases of females will be presented.

CHEMISTRY AND TOXICOLOGY.

PROF. EDWARD T. FRISTOE, LL.D.

The instruction of this department embraces—

1st. A short discussion of the various branches of Physics, as Specific Gravity, Pneumatics, Heat, Light, Electricity, &c., so far as they relate to the science of Chemistry.

2d. The principles of chemical philosophy, the laws of chemical combinations, and of chemical affinity in general.

3d. A discussion of the elementary bodies, both metallic and non-metallic, the best methods of preparing the various inorganic bodies, their properties, and reactions, and the means of detecting their presence.

4th. The so-called "organic bodies" are considered as far as time will permit, especially those most useful to the physician, such as organic acids and their salts, the alkaloids, &c.

Throughout the entire course the application of Chemistry to Medicine and Pharmacy will be constantly brought before the student.

Special attention is given to Toxicology. Every poison is studied, so far as the tests for its presence and appropriate antidotes are concerned.

The principles of the science are abundantly illustrated by experiment.

PHYSIOLOGY.

PROF. WILLIAM LEE, M. D.

This course of Lectures consists of a full, clear, and practical exposition of Physiology, aided as far as possible by chemical experiments, vivisections, diagrams, and use of the microscope. The more fully to impress upon the memory of the student the important principles embraced in this part of his curriculum, reviews are held from time to time in the form of class examinations. The course will be confined strictly to Physiology, with a view to cover fully the whole ground occupied by this branch.

ANATOMY, DESCRIPTIVE AND SURGICAL.

PROF. ELLIOTT COUES, M. D., PH. D.

These Lectures are arranged to render the didactic instruction in descriptive and surgical anatomy as full and complete as the limits of the session will allow. The course includes the necessary elements of normal histology and comparative anatomy, and the aim will be to impart those scientific principles of Anatomy which are not usually given in text-books, and which are not ordinarily learned in the dissecting-room, thus rendering the Lectures complementary to the other sources of information of which the student may avail himself. Examinations will be conducted, as heretofore, throughout the session.

The Demonstrator of Anatomy gives his personal attention to the student in the dissecting-room, and assists the lecturer as occasion may suggest.

MATERIA MEDICA AND THERAPEUTICS.

PROF. D. WEBSTER PRENTISS, M. D.

In the course of instruction pertaining to this Chair, especial prominence is given to the physiological action of medicines and their therapeutic uses.

The art of prescribing has its logical place assigned in the consideration of individual drugs, particularly with reference to appropriate combinations. The use of the metric system in its application to Medicine is taught by this Chair.

The value of a knowledge of Pharmacy and of the Natural History and Chemical relations of the Materia Medica is not overlooked.

TEXT-BOOKS AND WORKS OF REFERENCE.

ANATOMY.—Quain's Anatomy (last edition); Gray's Anatomy; Hodge's or Holden's Dissector.

SURGERY.—Gross' System of Surgery; Erichsen & Druitt.

MATERIA MEDICA.—National Dispensatory; Wood's Therapeutics; Fothergill's Handbook of Treatment.

CHEMISTRY.—Barker's or Attfield's Chemistry; Bloxam's Fowne's; Bowman's Medical Chemistry; Witthaus' Essentials of Chemistry; and Wheeler's Medical Chemistry.

OBSTETRICS.—Leishman's, Lusk's or Playfair's Obstetrics; King's Manual; Thomas, Barnes, or Byford on Diseases of Women; J. Lewis Smith or W. H. Day, or Meigs & Pepper on Diseases of Children; and Skene on Diseases of the Female Bladder and Urethra.

PHYSIOLOGY.—Dalton's; Flint's Physiology; Foster & Langley's Practical Physiology; Rutherford's Practical Histology.

PRACTICE OF MEDICINE.—Robert's, Bartholow's, Flint's, or Niemeyer's Practice.

PATHOLOGICAL ANATOMY AND HISTOLOGY.—Green; Wilks and Moxon; Frey's or Stricker's Histology; Rindfleish's Pathological Histology; Cornil and Ranvier.

REQUIREMENTS FOR MATRICULATION AND GRADUATION.

I. Matriculants will be required to show that they are fitted, by previous education, for the study of medicine, and for this purpose they must either submit themselves to an examination, or in lieu thereof present a satisfactory certificate of their attainments from some College, Seminary, or High School.

II. Candidates for the degree of Doctor of Medicine must have attended three courses of lectures, the subjects to be arranged as follows:

FIRST COURSE: Anatomy, Physiology, Chemistry, and Materia Medica. Practical Anatomy and Histology.

SECOND COURSE: Anatomy, Physiology, Chemistry, and Materia Medica. Practice of Medicine, Surgery, and Obstetrics. Histology, Practical Anatomy. Clinics.

Examination at the end of second course in Anatomy, Physiology, Chemistry, and Materia Medica.

THIRD COURSE: Practice of Medicine, Surgery, Obstetrics, and Pathological Histology. Clinical Medicine and Surgery. Final examinations at the end of this course.

III. Students of other Institutions who have attended one course of lectures in a regular Medical School, will be placed upon the same footing with those who have attended one course in this college; and those who have attended two courses of lectures in some other regular College, or Colleges, will rank with those who have attended two courses in this Institution, and the same privileges as regards examination will be extended to them, that is to say: they will be admitted as third-course students after passing a satisfactory examination on the four primary branches of Anatomy, Physiology, Chemistry, and Materia Medica.

IV. Candidates for graduation must have studied medicine three years, or the term of three years' study must be completed at a date not exceeding three months after the period of the final examination. They must be of good moral character and at least twenty-one years of age

Satisfactory evidence that the above conditions have been complied with must be furnished by a written certificate from some regular physician in good standing.

V. The candidate shall have practised dissection at least two sessions, during each of which he shall be *required* to dissect two "parts" of a subject, and it is *recommended* that he dissect three parts. He must have attended also two courses of clinical instruction.

VI. One month before the close of the session he shall enter his name with the Dean of the Faculty as a candidate for graduation, and at the end of the term present himself for examination. The examinations will be both written and oral. The examination for the Degree will be held at the end of the session in March. An examination will be held in October for those students only who have attended three courses of lectures, but whose term of three years' study had not been complete at the preceding March examination. Students who fail to pass the examination in March may be re-examined in October, if, in the judgment of the Faculty,

they have shown sufficient proficiency to render such a course advisable. The diploma is granted only at the annual commencement in March.

VII. Graduates of other accredited Medical Colleges must pass a satisfactory examination on all of the seven essential branches of medicine before receiving a diploma from this School.

FEES, REGULATIONS, &c.

The entire expense for a Full Course of Lectures by all the Professors is	$100 00
Single ticket	15 00
Practical Anatomy, by the Demonstrator	10 00
Matriculating Fee, payable only once	5 00
Examination Fee (not returnable), Primary Branches	20 00
Examination Fee (not returnable), Final Branches	10 00
No fee for Graduating Expenses.	

No charge will be made to matriculants for the courses of Practical Instruction in the Laboratory on Chemistry, Physiology, and Histology, or for Clinical Lectures.

Payment of the fees is required in all cases, and tickets must be taken out at the commencement of the session.

By virtue of a liberal endowment from Mr. W. W. Corcoran, this College is enabled to offer six free Scholarships, which are under the supervision of the Columbian University. All applicants for the privileges of this endowment must produce a certificate from the President of the University that they have been fitted by previous education for the study of medicine, and must submit themselves to the class examinations and graded course of study. This is the only mode by which any deduction can be made from the regular fees, except that graduates of other accredited Medical Colleges, after three years, are required to matriculate only. Prior to the expiration of three years the fee for a general ticket is $50.

The degrees are conferred by the authority of the Columbian University, incorporated by act of Congress of the United States of America.

The prices of board and all other personal expenses are as reasonable in Washington as in other large cities of the Union.

Students requiring further information are requested to communicate with the Dean of the Faculty.

A. F. A. KING, M. D.,
726 *Thirteenth Street, Washington, D. C.*

MEDICAL LECTURES IN THE SPRING SESSION OF 1885.

FACULTY.

E. T. FRISTOE, A. M., LL.D.,
Chemical Analysis.

FRANCIS B. LORING, M. D.,
Diseases of the Eye and Ear.

G. N. ACKER, A. M., M. D.,
Pathological Anatomy.

W. W. GODDING, M. D.,*
Lecturer on Mental Diseases.

H. C. YARROW, M. D.,
Lecturer on Diseases of the Skin.

ROBERT FLETCHER, M. D., M. R. C. S.,
Lecturer on Medical Jurisprudence.

GEORGE BYRD HARRISON, M. D.,
Lecturer on Diseases of Children.

The Lectures of this Course are given from 6.30 to 8.30 P. M., on Tuesday, Thursday, and Saturday of each week during April and May, and do not conflict with attendance on the clinical instruction given at the various Hospitals and Dispensaries of the City.

A clinic on Diseases of the Eye is conducted by DR. LORING in the College Building.

*Superintendent of the Government Hospital for the Insane.

THE COLUMBIAN COLLEGE.

The regular course of instruction given in this Department is comprised in seven schools, as follows:

I. SCHOOL OF ENGLISH: including English Philology, English Literature, Rhetoric, Logic, Elocution, General History, and Anglo-Saxon.

II. SCHOOL OF GREEK: including the Greek Language and Literature, and the History of Greece.

III. SCHOOL OF LATIN: including the Latin Language and Literature, and the History of Rome.

IV. SCHOOL OF MODERN LANGUAGES: including the French and German Languages and Literatures, with the History of France and Germany.

V. SCHOOL OF MATHEMATICS: including Pure Mathematics, Mechanics and Astronomy.

VI. SCHOOL OF NATURAL SCIENCE: including Physics, Chemistry, and Natural History.

VII. SCHOOL OF PHILOSOPHY: including Mental and Moral Philosophy, Political Philosophy, and the Philosophy of History.

SCHOOL OF ENGLISH.

PROFESSOR SHUTE.

There are four classes in this school:

Freshman Class.—Instruction is given in the grammatical forms of the English language, its structure, and its idiomatic character; also in reading elocution, and composition.

Text-book: Fowler's English Language.

Sophomore Class.—Instruction is given in the fundamental principles of style and invention, mainly in their rhetorical, and incidentally in their logical aspects. Instruction is given in elocution and composition; also in the general outlines of English and American history.

Text-books: Whately's Rhetoric; Hill's Science of Rhetoric; Smith's Student's Hume; Eliot's History of the United States.

Junior Class.—Instruction is given in the principles of pure and applied logic, and application of these principles is required in analyzing and reconstructing ordinary forms of argumentation in select authors. Instruction is also given as to the origin, development, and present powers of the language; also in the biography, times, and works of the best English writers.

Text-books: Jevon's Deductive Logic; Fowler's Inductive Logic; Lounsbury's English Language; Shaw's English Literature.

Declamation and composition are required.

Senior Class.—Instruction is given in Anglo-Saxon and Early English.

Text-books: Shute's Manual of Anglo-Saxon; Heyne's Beowulf; March's Anglo-Saxon Grammar.

Essays and original orations are required through the year.

The Anglo-Saxon, being an optional study, is not required for a degree.

SCHOOL OF GREEK.

Professor Huntington.

In this School instruction is given in the Greek Language and Literature, and in Greek History. The School embraces four classes: Freshman, Sophomore, Junior, and Senior, with the following text-books:

1. In the Freshman Class: Homer's Iliad; Herodotus; Goodwin's and Hadley's Greek Grammar; Boise's Exercises in Greek Syntax; and Smith's History of Greece.

2. In the Sophomore Class: Xenophon's Memorabilia; Isocrates or Thucydides; Hadley's Greek Grammar; Exercises in Greek Composition.

3. In the Junior Class: Sophocles, Euripides, and Demosthenes.

4. In the Senior Class: Plato.

Lectures are given to the higher classes on Greek Literature.

Frequent exercises are assigned to the classes in rendering into Greek English translations from Greek authors.

Liddell and Scott's Greek Lexicon; Kühner's Greek Grammar; Findlay's, or Long's, or Ginn and Heath's Classical Atlas; and Smith's Greek and Roman Antiquities are recommended to students in all classes.

SCHOOL OF LATIN.

Professor Montague.

In this School instruction is given in the Latin Language and Literature, and in Roman History. The School embraces four classes: the Freshman, Sophomore; Junior, and Senior, with the following text-books:

1. In the Freshman Class: Ovid; Livy; Horace (Odes and Epodes); Bennett's Second Latin Writer; and Leighton's History of Rome.

2. In the Sophomore Class: Cicero de Amicitia et de Senectute; Plautus (Captivii); Horace (Satires and Epistles); and Bennett's Second Latin Writer.

3. In the Junior Class: Tacitus, Pliny, Juvenal, and Persius; with Original Exercises, and Lectures on Latin Syntax.

4. In the Senior Class: Quintilian, and Original Exercises.

Lectures are given to the higher Classes on Roman Literature.

Grammars: Harkness' (text-book), Zumpt's, Gildersleeve's, Allen and Greenough's.

Lexicons: Harper's, or Andrews'; and White's (English Latin).

Classical Atlas: Ginn and Heath's.

For the Sophomore and Junior Classes, courses of private reading are prescribed.

SCHOOL OF MODERN LANGUAGES.

Professor Janus.

This School is divided into two Departments, the French and the German.

In the French Department there are three classes: the Freshman, the Sophomore, and the Junior.

A course of Grammatical instruction, with oral and written exercises, is begun in the Freshman Class. Text-book: Keetel's Collegiate Course.

In the Sophomore Class attention is given to higher grammatical analysis, to French Literature, and especially to Conversation.

In the Junior Class portions of Classical French authors are read in connection with the foregoing exercises.

Candidates for the degree of A. M. write original French Essays during the fourth year of their course.

In the German Department there are three classes: the Freshman, the Sophomore, and the Junior.

Freshman Class: The study of the language is begun in this class.

Students are drilled in the grammatical principles of the language, in Reading and in Conversation.

Text-book: Otto's Conversation Grammar.

Sophomore Class: The study of the Grammar is continued throughout the year in this class also.

Text-books: The Grammar, and Goethe's Hermann und Dorothea.

Junior Class: Schiller's Jungfrau von Orleans, and Selections from Goethe.

Candidates for the degree of A. M. write original German essays during the fourth year of their course.

SCHOOL OF MATHEMATICS.

Professor Gore.

In this School are taught Pure Mathematics, Mechanics, and Astronomy.

There are four classes:

1. The Freshman, in which are taught Algebra and Plane and Solid Geometry, and Plane Trigonometry.

Text-books: Newcomb's and Thompson's Algebra; Newcomb's Geometry.

2. The Sophomore, in which are taught Plane and Spherical Trigonometry and their application to Surveying (with the use of Instruments), and Analytical Geometry.

Text-books: Loomis' Trigonometry and Surveying; Wheeler's Trigonometry, and Olney's Analytical Geometry.

3. The Junior, in which are taught Differential and Integral Calculus, and their applications.

Text-books: Olney's or Todhunter's Calculus.

4. The Senior, in which are taught Mechanics and Astronomy.

Text-books: Todhunter's and Smith's Mechanics, and Newcomb's Astronomy.

SCHOOL OF NATURAL SCIENCE.

PROFESSOR FRISTOE.

This School is divided into three classes:

1. The Sophomore, in which are taught the various branches of Experimental Physics, viz: Hydrostatics, Hydrodynamics, Pneumatics, Acoustics, Heat, Light, and Electricity.

Text-books: Silliman's Natural Philosophy; Gage's Physics.

2. The Junior, in which are taught Inorganic and Organic Chemistry, embracing the principles of Chemical Philosophy, the laws of Chemical Combination, the preparation of Elementary and Compound Bodies, the methods of Analysis, Inorganic and Organic, the detection of Poisons and the methods of counteracting their effects.

Text-books: Barker, Fowne, and Attfield.

3. The Senior, in which are taught Natural History and Geology. The instruction under the former head comprises Botany, Zoölogy, and Physiology. In Geology the Physical Characters of the Earth as it now exists are first studied, then its History and Changes, and lastly, the Causes that have produced these Changes, and their identity with existing causes.

Text-books: Dana's Mineralogy and Geology.

In this School students who have passed through the class in Chemistry can pursue, at their option, Qualitative and Quantitative Analysis, for which an extra fee will be charged, and also a small charge for materials.

THE SCHOOL OF PHILOSOPHY.

THE PRESIDENT.

The special studies of this School are pursued in two classes, the Junior and the Senior. In the Junior Class the attention of students is directed to the study of Moral Philosophy. The text-book used is Calderwood's Handbook of Moral Philosophy, accompanied with lectures on the history of theoretical ethics, from the days of the Grecian philosophers down to the present time. In this historical review special attention is called to the phases of English speculation under the head of Moral Philosophy, with a critical reference to the main points of controversy from age to age among the exponents of different schools.

In the Senior Class the study of Natural Theology and of Mental Philosophy is pursued under the direction of the President, who also during the current year will serve as acting Professor of Political Philosophy; the latter embracing Political Economy, Constitutional Law of the United States, and the elements of International Law. The text-book used in the study of Natural Theology is Butler's Analogy of Religion and Nature, accompanied with

lectures on the more modern aspects of the questions discussed under this head. The text-book used for the purpose of recitation on Mental Philosophy is Porter's Intellectual Science, accompanied with lectures on the history of speculative philosophy and of its leading schools in ancient times, during the Middle Ages, and since the Revival of Learning.

In the study of Political Economy the text book used is that of Dr. Wayland, as recast by Chapin, with references to the treatises of Adam Smith, Malthus, Bastiat, Carey, Mill, Roscher and others, and with a course of lectures on the history of Political Economy. Cooley's Principles of Constitutional Law, and Gallaudet's Manual of International Law are used as text-books in the study of Political Philosophy.

A course of lectures is also delivered by the President to the Senior Class in this School on History, its sources, methods of study, elements of criticism, &c., beginning with anthropological studies in primitive society and conducting to the chronological overlaps of international history, as seen in the progressive expansion of civilization and culture. At the close of the course is a brief discussion of the philosophy of history, with special critical references to the systematic ideas of Vico, F. Schlegel, Herder, Fichte, Schelling, Hegel, Bunsen, Guizot, Balmes, Buckle, Draper, and others.

CONSPECTUS OF STUDIES FOR THE DEGREE OF MASTER OF ARTS.

Freshman Studies (First Year).

FIRST TERM.

English.—Fowler's English Language; Composition; Elocution.
Greek.—Homer's Iliad (Boise's or Keep's edition); Boise's Exercises in Greek Syntax; Goodwin's and Hadley's Greek Grammar; Smith's History of Greece.
Latin.—Ovid's Metamorphoses; Livy (Chase and Stuart's); Bennett's Second Latin Writer; Harkness' Latin Grammar.
Modern Languages.—French: Keetel's Collegiate Course. Leçons de Littérature Française Classique. Oral and Written Exercises.
German: Otto's Conversation Grammar.
Mathematics.—Synthetic Geometry (Newcomb's); Weekly Original Exercises.

SECOND TERM.

English.—Fowler's English Language continued.
Greek.—Herodotus, Hadley's Grammar and Boise's Exercises continued.
Latin.—Horace's Odes and Epodes; Bennett's Second Latin Writer; and Harkness' Grammar; Leighton's History of Rome. For reference: Ginn and Heath's Classical Atlas.
Modern Languages.—Studies of the First Term continued.
Mathematics.—Algebra completed (Loomis' revised or Newcomb's Algebra); Original Problems.

Sophomore Studies (Second Year).

FIRST TERM.

English.—Rhetoric (Whately's); Composition; Elocution; English History (Student's Hume).
Greek.—Xenophon's Memorabilia (Winan's edition); Exercises in Greek Composition continued.
Latin.—Cicero de Amicitia et de Senectute (Kelsey's edition); Plautus (Captivii); Exercises in Latin Composition continued, and Harkness' Grammar.
Modern Languages.—French: Grammaire Française (Noël et Chapsal); Sadler's and Williams' Exercises.
German: Otto's Conversation Grammar; Goethe's Hermann und Dorothea.

Mathematics.—Plane and Spherical Trigonometry (Newcomb's); Surveying and Navigation (Schuyler's); Original Exercises.
Natural Science.—Physics (Silliman or Gage).

SECOND TERM.

English.—Hill's Science of Rhetoric; Composition; Elocution; History of the United States (Elliot's).
Greek.—Isocrates, or Thucydides; Exercises in Greek Composition continued.
Latin.—Horace's Satires and Epistles; Exercises in Latin Composition continued, and Harkness' Grammar.
Modern Languages.—French: Studies of the First Term continued.
German: " " " " "
Mathematics.—Analytical Geometry (Olney's); Original Problems.
Natural Science.—Physics (Silliman or Gage).

Junior Studies (Third Year).

FIRST TERM.

English.—Shaw's English Literature (Smith's edition); Jevon's Deductive Logic; Composition; Elocution.
Greek.—Sophocles and Euripides; Lectures on History of Greek Literature; Exercises in Greek Composition.
Latin.—Tacitus; Pliny; Lectures on History of Latin Literature; Original Exercises.
Modern Languages.—French: Molière and Pascal.
German: Selections from Schiller and Goethe.
Mathematics.—Differential Calculus (Olney's or Todhunter's or Loomis'); Original Exercises.
Natural Science.—Inorganic Chemistry (Barker's or Attfield's).
Philosophy.—Moral Philosophy (Calderwood's).

SECOND TERM.

English.—Fowler's inductive Logic; Lounsbury's English Language; Composition; Elocution.
Greek.—Demosthenes; Lectures and Exercises continued.
Latin.—Juvenal and Persius; Lectures on Latin Syntax; and Original Exercises continued.
Modern Languages.—French: Molière and Pascal; Lectures on French Literature.
German: Schiller and Goethe; Lectures on German Literature.
Mathematics.—Integral Calculus (Olney's, Todhunter's, or Loomis'); Original Exercises.
Natural Science.—Organic Chemistry (Fowne or Wheeler).
Philosophy.—Calderwood's Moral Philosophy; Lectures on History of Moral Philosophy.

Senior Studies (Fourth Year).

FIRST TERM.

English.—Original Essays and Original Orations.
Greek.—Plato; Selections from the Lyric Poets, and Exercises in Composition.

Modern Languages.—French: Original Essays.
German: Original Essays.
Mathematics.—Mechanics (Smith or Todhunter).
Natural Science.—Physiology (Hutcheson or Huxley); and Zoölogy.
Philosophy.—Natural Theology (Butler); Intellectual Philosophy (Porter's) begun; Political Philosophy (Cooley); History; Lectures on Sources, Methods of Study, and Principles of Criticism.

SECOND TERM.

English.—Original Essays and Original Orations.
Latin.—Quintilian, and Original Exercises.
Modern Languages.—French: Original Essays.
German: Original Essays.
Mathematics.—Astronomy (Newcomb's).
Natural Science.—Geology (Dana's).
Philosophy.—Intellectual Philosophy (Porter's) continued; Lectures on History of Philosophy.
Political Philosophy: Wayland's Political Economy and Gallaudet's International Law.
History: Lectures on Philosophy of History.

ELECTIVE STUDIES.

English.—The Study of the Anglo-Saxon is optional, being open to students of any class, and not being required for a degree.
The text-books used in this study are as follows: Shute's Manual of Anglo-Saxon; March's Anglo-Saxon Grammar; Heyne's Beowulf.
Natural Science.—Qualitative and Quantitative Analysis.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission to the College are held on the Monday and Tuesday immediately preceding the opening of the session. Every applicant is required to deliver to the President testimonials of good moral character; and if he comes from another college he must present a certificate of honorable dismission.

Candidates for admission to any class of the College must, unless they are graduates of the Preparatory School, sustain an examination in the following elementary studies: Spelling, English Grammar, Geography, Elements of History, and Arithmetic.

Candidates for admission to any school will be examined in all the studies presupposed by the curriculum of that School.

Candidates for admission to the School of English will be admitted to its lowest class on passing a satisfactory examination in the preliminary studies above indicated.

Candidates for admission to the School of Greek in its lowest class, the Freshman, will be examined in Goodwin's or Hadley's Greek Grammar; Goodwin's Greek Reader, or Xenophon's Anabasis (first four books); first two books of Homer's Iliad; and Jones' Greek Prose Composition.

Candidates for admission to the Freshman class of the School of Latin, will be examined in Harkness' Latin Grammar; four books of Cæsar's Commentaries; six of Cicero's Select Orations; six books of the Æneid of Virgil; Sallust (Conspiracy of Catiline); Bennett's First Latin Exercise Book, or First Latin Writer; and Leighton's History of Rome (250 pages).

Candidates for admission to the School of Mathematics, in its lowest class, the Freshman, will be examined in Algebra (to Quadratic Equations) and in the first three books of Geometry.

Real equivalents in quality and amount will be received in place of the books or parts of the books prescribed as above for study preparatory to admission into the Schools of Greek, Latin, and Mathematics.

Candidates for admission to any advanced class in any School, will be examined in all the previous studies of the class which they propose to enter.

Students wishing to pursue a Select Course in any School or Schools will be admitted to the classes for which they may

be found qualified; but an examination in preliminary and indispensable studies will be held in all such cases, and every student pursuing such a course is required to embrace in his selections not less than twelve recitations or lectures per week. The choice of studies embraced in a Select Course must be made immediately upon the commencement of a term, and no student will have leave to make a new choice of studies during any single term.

CERTIFICATES AND DIPLOMAS.

The degrees of the College are conferred only on evidence of satisfactory attainments in the studies prescribed for any given degree. The eligibility of candidates for any degree is determined by the quality and the extent of their studies in the several Schools of the College.

I. Certificates of Proficiency are given to students who pass a satisfactory examination on the following studies of the several Schools: In the *First*, on English Literature, History, and Rhetoric; in the *Second*, on the Greek of the Freshman and Sophomore Classes; in the *Third*, on the Latin of the Freshman and Sophomore Classes; in the *Fourth*, on the French or the German language; in the *Fifth*, on the Mathematics of the Freshman and Sophomore Classes; in the *Sixth*, on the Chemistry of the Junior Class; in the *Seventh*, on Mental or Moral Philosophy.

II. Students who pass a satisfactory examination on all the obligatory studies embraced in any one of the Schools of the College will receive a diploma certifying the fact of their graduation in that School.

DEGREES.

I. The Degree of Bachelor of Letters is conferred on students who obtain diplomas in the Schools of English, Greek, Latin, Modern Languages, and Philosophy, and who receive a certificate of proficiency in the School of Mathematics or of Natural Science.

II. The degree of Bachelor of Science is conferred on students who obtain diplomas in the Schools of English, Modern Languages, Mathematics, Natural Science, and Philosophy.

III. The degree of Bachelor of Arts is conferred on students who obtain diplomas in any six Schools, and who receive a certificate of proficiency in the residuary School of the entire course.

IV. The degree of Master of Arts is conferred on students who, after obtaining diplomas in all the Schools of the College, shall sustain a final and satisfactory examination in review of all the studies prescribed for this degree.

Certificates and diplomas in any School of the College are awarded only at the close of the College year in each School, and after an examination duly had according to the rules of the Institution.

EXAMINATIONS.

At the end of each term an examination of all the classes in all the Schools is publicly held in all the studies of that term.

The results of each Term Examination are combined with those of the daily recitations and attendance of the student during the term, in order to ascertain his academic standing at the end of that term.

Each recitation and each examination are graded on a scale of merit from 0 to 100, and a failure to reach the final average grade of 75 in any study is regarded as a failure in that study.

At the close of each College year all the classes in all the Schools are publicly examined in review of all the studies of that year.

The results of the Annual Examinations are combined with those of the Term Examinations, in order to ascertain the student's academic standing at the end of each year.

At the close of the second year of the regular course, prescribed for all the degrees of the College, the Annual Examinations of the Sophomore classes in the several Schools, besides embracing all the studies of that year, will include such studies of the Freshman year as the head of each School may direct. The results of this examination will determine the eligibility of candidates to receive a Certificate of Proficiency at the end of this year in the School of Greek, Latin, or Mathematics, as the condition of attaining in regular course to one or another of the degrees dependent on such proficiency.

At the close of the regular four years' course all students whose average grade is over 90, may present themselves as candidates for the degree of Master of Arts, and will be publicly examined by way of review in all the studies of all the Schools prescribed for that degree.

A student who fails to pass a satisfactory examination in

any study at the end of a College year may present himself for re-examination in that study at the end of the following year, and in default of doing so shall forfeit promotion with his class in that department.

All examinations which occur at the end of a College year are conducted in writing. Examinations for the degrees of Bachelor of Arts and Master of Arts are concluded four weeks anterior to the date of the Annual Commencement, that time may be given to Professors for the inspection of written examination papers, and to students for the preparation of parts to be performed on Commencement Day by the successful candidates for the degrees of Bachelor and Master of Arts, to whom public parts on that day may be assigned by the Faculty.

ANNUAL PRIZES.

Besides the honors and degrees conferred in the regular course, prizes are annually offered as the reward of special excellence in particular branches of study.

The Davis Prizes, for excellence in Elocution, founded by the Hon. Isaac Davis, LL.D., of Massachusetts, consist of two gold medals, and are annually awarded to the two successful competitors, in a public contest held on Commencement Day. These prizes are awarded by a committee whom the Faculty selects for this purpose, and are publicly delivered at the close of the contest.

The Staughton Prize, for excellence in the Latin Language and Literature, and the Elton Prize, for excellence in the Greek Language and Literature, founded by the Rev. Romeo Elton, D. D., of Exeter, England, consist of two gold medals, annually awarded to the best scholar and writer in each of these languages.

The Ruggles Prizes, for excellence in Mathematics, founded by Prof. William Ruggles, LL.D., consist of two gold medals, annually awarded to the best two scholars in the pure and applied Mathematics.

The Given Prize, offered by John T. Given, Esq., of the Board of Trustees, for excellence in Metaphysics, is a gold medal annually awarded to the best student in Mental Philosophy

Any student entitled to a diploma in any school will be allowed to contend for the prize given in that department, provided he shall have pursued the required number of studies

during the year, and shall have passed satisfactory examinations in the same.

PRIZEMEN FOR THE YEAR 1883–'84.

In the collegiate year of 1883–'84 the following are the names of the students who were the successful contestants for the various prizes:

The Elton Prize in Greek was awarded to WILLIAM A. HEDRICK, of the District of Columbia.

The Staughton Prize in Latin was awarded to SAMUEL R. CHURCH, of the District of Columbia.

The Welling Prize in Metaphysics was awarded to CLINTON GAGE, of Illinois.

The First Ruggles Prize in Mathematics was awarded to LEWES D. WILSON, of t District of Columbia.

The First Davis Prize in Elocution was awarded to CLINTON GAGE, of Illinois.

The Second Davis Prize in Elocution was awarded to CHARLES H. GARDNER, of Texas.

The Gold Medal for Excellence in Debate was awarded by the Enosinian Society to CLINTON GAGE, of Illinois.

The Prize for Proficiency in Parliamentary Law, given by Professor Gore, was awarded to LEWES D. WILSON, of the District of Columbia.

ORDERS OF THE COLLEGE YEAR.

TERMS AND VACATIONS.

The College year, embracing nine months, is divided into two terms. The first term begins on the second Wednesday in September, and continues to the first Monday in February. The second term begins on the first Monday in February, and ends on the day of the Annual Commencement, which is held on the second Wednesday in June.

A vacation of eight days is given at Christmas, beginning on that holiday, and lasting until the next day after New Year's.

The 22d of February is observed as a College holiday.

A recess is given from Good Friday to Easter Monday inclusive.

ANNUAL COMMENCEMENT.

The Annual Commencement of the College is held on the second Wednesday in June.

Public parts are assigned on Commencement Day to such students only as have passed a satisfactory examination for the degrees of Bachelor or Master of Arts, except as before

indicated, in the case of those who may be contestants for the prize in Elocution.

A Latin Salutatory will be awarded to the graduate in each year whose average standing in all the Schools is the highest; and an English Salutatory to the student who stands second.

The Valedictory is awarded with special regard to the qualifications of the student as a Valedictorian, as well as on the ground of scholarship.

Philosophical, Classical, Scientific, Metaphysical, Ethical, Historical, or Literary Orations may be awarded to students who are eminent respectively in the corresponding Departments.

All the degrees of the College are publicly conferred on Commencement Day.

Diplomas in the several Schools, and prizes for special excellence in any Department, are publicly delivered on the same day.

PUBLIC WORSHIP.

Prayers, accompanied by the reading of the Scriptures, are offered daily in the College Chapel. All students are expected to attend this service.

LIBRARY HOURS.

The College Library will be open for the distribution of books, as also for purposes of consultation and inquiry, on such days and under such regulations as the Faculty may direct at the beginning of each year.

The Libraries of Congress and of the various Departments of the Federal Government are accessible to students for purposes of research in any special line of studies.

LITERARY SOCIETY.

The Enosinian Society, a literary association formed by the students of the College, meets weekly in its hall for the purpose of improvement in Debate and Composition.

LECTURES.

Courses of lectures in various departments of Science, Art, and Literature are open to the attendance of students, not only in the College, but in connection with various Associations, national and local, devoted to general culture at the

Capital of the country, and furnishing peculiar facilities for information and improvement in every branch of liberal learning.

GENERAL ORDERS.

Every student on entering the College is understood by that act to come under a pledge that he will obey the rules and regulations prescribed by the Board of Trustees and Overseers, and by the Faculty acting under the authority of the Board.

A pamphlet copy of the laws of the College will be furnished to every student on his admission.

A merit roll of conduct is kept, and demerits are given for unexcused absences and for violation of College laws. When any student has received one hundred such marks during any one term, or one hundred and fifty during any one year, he may be required to leave the institution.

A report of the student's standing in all his studies, including a record of all absence from lectures, recitations, or other public exercises of the College, will be rendered quarterly to parents or guardians.

The daily recitations of the College Classes are brought, as far as practicable, into the early portion of the day, closing generally at 2:30 o'clock P. M., and on Saturday at 11 o'clock A. M. The advantages of an attendance upon the debates of Congress, and upon lectures before various associations, are thus offered to students of the higher classes without detriment to proficiency in their studies.

COLLEGE EXPENSES.

1. Admission Fee (paid but once, on entrance)	$10 00
2. Tuition for the year in three or more Schools	90 00
3. Tuition for the year in two Schools	70 00
4. Tuition for the year in one School	50 00

These charges cover all expenses, including public fuel, servants' wages, &c.

Bills are payable semi-annually, in advance.

The College provides no commons, but board may be procured in the city at such reasonable rates that the annual expenses of a student need not exceed the sum of three hundred dollars.

SCHOLARSHIPS.

The Kendall Scholarship, founded by the late Hon. Amos Kendall, and running for six years, two in the Preparatory School and four in the College, is annually conferred on the best scholar in the public High School. Students on this foundation pay semi-annually in advance a fee of eight dollars for public fuel, servants' wages, &c.

THE CORCORAN SCIENTIFIC SCHOOL.

The School of Science established by the Trustees and Overseers of the Columbian University, as a part of their University system of education, is called by the name of W. W. CORCORAN, in respect for his exalted character and in grateful recollection of his many benefactions to the University.

The exercises of the School begin on the first Tuesday in October, 1885, and are held in the new University Building (southeast corner of Fifteenth and H streets), which has been constructed with special reference to the wants of the department.

Provision is made in the Corcoran Scientific School for general and for special courses in study.

The General Courses embrace schemes of studies in Literature, Science and Technology, leading collectively to the degree of Bachelor of Science, of Civil Engineer, Mechanical Engineer, Mining Engineer, &c., according to the scope and quality of the studies prescribed for each degree.

Under the head of Special Courses of Study, whether considered with reference to single studies or to arts embracing with specific studies a certain component part of the General Course, provision is made for instruction in Practical Astronomy, Geodesy, Electrical Engineering, Architecture, Analytical Chemistry in all its branches, Metallurgy, Assaying, Drawing in all its branches, &c., &c.

In pursuit of this plan, instruction is offered by the Corcoran Scientific School in the following branches:

I. The English Language and Literature, embracing Rhetoric, Logic, History, &c.

II. The French and the German Languages, studied with special reference to speaking them and reading them at sight.

III. Mathematics, embracing Algebra, Geometry, Analytical Geometry, Shades, Shadows and Perspective, Descriptive Geometry, Differential and Integral Calculus.

IV. Physics, embracing Mechanics, Statics, Dynamics, Hydro-Dynamics, Electricity, Electrical Engineering, Magnetism, Light, Heat, Acoustics, &c.

V. Chemistry, embracing Chemical Physics, General Chemistry, Analytical Chemistry, Industrial Chemistry, Assaying, Metallurgy, &c.

VI. Civil Engineering, embracing Construction of Roads, Canals, Bridges, Geodetic Surveying, Surveys of Harbors, Rivers, Water Supplies, Sewerage, Drainage, Strength of Materials, &c., &c.

VII. Mining Engineering, embracing specific studies with component parts of foregoing studies.

VIII. Astronomy, Theoretical and Practical, embracing Lectures on History, Methods and Results.

IX. Geology in all it branches, including Physical Geography and Mineralogy.

X. Biology, including Botany, Zoölogy, Physiology and Anthropology.

XI. Architecture, Ancient and Modern, its History and Methods, Drawing, &c.

XII. Philosophy, embracing Mental and Moral Philosophy, Political Economy, Constitutional and International Law.

Degrees, Diplomas, and Certificates of Proficiency, according to the scope and quality of the studies pursued, are awarded in the foregoing branches to students passing a satisfactory examination in the number of studies prescribed respectively for such Degrees, Diplomas or Certificates.

To accommodate students engaged in the Executive Departments, or in other office work, the exercises of the School are held in the evening, from 6 to 10 o'clock.

SYNOPSIS OF THE GENERAL COURSE OF STUDY FOR THE DEGREE OF BACHELOR OF SCIENCE.

First Year.

FIRST TERM.	SECOND TERM.
Algebra completed.	Plane and Spherical Trigonometry.
Geometry completed.	Surveying and Mensuration.
French.	French.
German.	German.
Rhetoric.	English Literature.
English Language.	Mechanical Drawing.
Mechanical Drawing.	Chemistry, Inorganic and Organic (Lectures).
Chemistry, Inorganic (Lectures).	

SECOND YEAR.

FIRST TERM.	SECOND TERM.
Analytical Geometry.	Differential Calculus.
Physics (Lectures).	Physics (Lectures).
Mechanics.	Mechanics.
French.	History.
German.	French.
English Literature.	German.
Mineralogy.	Mineralogy.
Botany.	Botany.

THIRD YEAR.

FIRST TERM.	SECOND TERM.
Integral Calculus.	Integral Calculus.
Astronomy.	Astronomy.
Logic.	French and German.
French and German.	Geology.
Geology	Meteorology.
Meteorology.	Zoölogy.
Zoölogy.	Topographical Drawing.
Topographical Drawing.	

FOURTH YEAR.

FIRST TERM.	SECOND TERM.
General Astronomy.	General Astronomy.
Mental and Moral Philosophy.	Mental and Moral Philosophy.
Constitutional History.	International Law.
Anthropology.	Advanced French and German.
Advanced French and German.	Industrial Chemistry (Lectures).
Industrial Chemistry (Lectures).	

In addition to the foregoing General Course for the degree of Bachelor of Science, separate courses are arranged in Chemistry, Physics, Electrical Engineering, Civil Engineering, Mining Engineering, Metallurgy, and Architecture, which embrace technical instruction in these branches, while including certain related portions of the General Course, and students completing any one of these courses will receive the corresponding degree.

The separate courses in Civil Engineering and in Chemistry are as follows:

COURSE IN CIVIL ENGINEERING FOR THE DEGREE OF CIVIL ENGINEER.

FIRST YEAR.

FIRST TERM.	SECOND TERM.
Algebra completed.	Plane and Spherical Trigonometry.
Geometry completed.	Surveying and Mensuration.
French.	French.

German.
Rhetoric.
English Language.
Mechanical Drawing.
Chemistry (Lectures).

German.
English Literature.
Mechanical Drawing.
Chemistry (Lectures).

SECOND YEAR.

FIRST TERM.

Analytical Geometry.
Physics (Lectures).
Mechanics.
French or German.
English Literature.
History.
Mineralogy.
Botany.

SECOND TERM.

Differential Calculus.
Descriptive Geometry and Graphics.
French or German.
Physics (Lectures).
Mechanics.
History.
Mineralogy.
Botany.

THIRD YEAR.

FIRST TERM.

Integral Calculus.
Railroad Surveying.
Topographical Drawing.
Strength of Materials.
Descriptive Astronomy.
Geology.
French or German.
English (Logic).

SECOND TERM.

Integral Calculus.
Engineering.
Theory of Machines.
Drawing (Construction of Machines).
Excavations, &c.
History of Astronomy.
Geology.
French or German.

FOURTH YEAR.

FIRST TERM.

General Astronomy.
Machines and Motors.
Engineering { Hydraulic. / Sanitary. / Coast and Harbors.
Geodesy.
Use of Plane Table.
Strength of Materials.
Metallurgy (Iron and Steel).
Practice in Design.

SECOND TERM.

General Astronomy.
Principles of Construction.
Study of Actual Works.
Engineering { Hydraulic. / Sanitary. / Coast and Harbors.
Strength of Materials.
Building Materials.
Specifications.
Contracts.

COURSE IN CHEMISTRY OR METALLURGY FOR THE DEGREE OF BACHELOR OF SCIENCE.

FIRST YEAR.

FIRST TERM.

Algebra completed.
Geometry completed.
French.
German.
Rhetoric.
English Language.
Mechanical Drawing.
Chemistry (Lectures).

SECOND TERM.

Plane and Spherical Trigonometry.
Surveying and Mensuration.
French.
German.
English Literature.
Mechanical Drawing.
Chemistry.

Second Year.

FIRST TERM.	SECOND TERM.
Qualitative Analysis.	Qualitative Analysis.
Physics (Lectures).	Physics (Lectures).
Mineralogy.	Mineralogy.
English or French or German.	English or French or German.

Third Year.

FIRST TERM.	SECOND TERM.
Quantitative Analysis.	Quantitative Analysis.
Volumetric Analysis.	Volumetric Analysis.
Astronomy.	Astronomy.
Geology.	Geology.
Meteorology.	Meteorology.

Fourth Year.

FIRST TERM.	SECOND TERM.
Industrial Chemistry.	Industrial Chemistry.
Organic Analysis.	Organic Analysis.
Assaying.	Assaying.
Metallurgy of Iron, Copper, Lead, Silver, Gold, &c.	Metallurgy.
	Machines used in Metallurgy.
General Metallurgy (Lectures).	Building Materials.
Constitution of Furnaces (Lectures).	

A conspectus of studies, with the recitation hours or lecture hours appointed for each study, is announced at the opening of each year.

Requirements for Admission.

Candidates for the degree of Bachelor of Science, Civil Engineer, or other full degree of the School, must have a good knowledge of Arithmetic in all its branches, of Geography as taught in the best schools, English Grammar, Orthography and Composition, Algebra through Quadratic Equations, and Geometry, through Plane Geometry.

In the case of students aiming to secure special proficiency in some single branch of Technology, the requirements for admission will be less comprehensive, but no student will be admitted to any class without a competent knowledge of the English studies above mentioned.

No student will be admitted to any class until after matriculation, that is, until after first reporting his name to the President or the Dean of the Faculty, passing the preliminary examination, and receiving the Certificate of the Financial Agent that the required tuition fees have been paid.

GRADUATE STUDIES.

If a sufficient number of students shall apply for instruction in advanced studies, leading to the degree of Master of Science or Doctor of Science, arrangements will be made for them, as well as for graduate practice and original research in the laboratories.

ANNUAL TUITION FEES.

For the full course of studies (not including Laboratory Courses) prescribed for any one year, leading to the degree of Bachelor of Science, Civil Engineer, &c.	$90 00
For single courses of study in English Language and Literature	30 00
Mathematics	30 00
Modern Languages	30 00
Mental and Moral Science	30 00
General Chemistry	30 00
General Physics	30 00
Mechanical Drawing	30 00
Topographical Drawing	30 00

The studies in the Chemical Laboratory will embrace three courses:

I.—Qualitative Analysis, embracing a well-arranged course of Chemical Manipulations, and a systematic course of analysis, extending through one year	$100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
II.—Quantitative Analysis, embracing Volumetric Analysis and other special methods, extending through one year	100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
III.—Assaying of Ores and Bullion	40 00
For Materials used	20 00
Students wishing to take a short course of one term in Chemical Manipulation, will be charged	30 00
For Chemicals used	10 00
Deposit (returnable)	10 00
For special laboratory work in connection with Physics, an additional charge is made of	50 00

For special technical instruction in Electrical Engineering, Microscopy, Blowpipe Analysis, Architecture, Meteorology, Drawing, &c., the tuition fees will be announced at the opening of the term, and will be determined, in part, by the number of students.

All fees for full courses, or for courses in Analytical Chemistry and Assaying, are payable in monthly instalments, in advance. Fees for single or for special studies are payable in advance in half-yearly instalments. No deduction on account of absence will be made for any less time than a quarter of the year.

For additional information, application may be made to

PROF. E. T. FRISTOE,
Dean of the Faculty.

Residence, 1534 *N Street*, *N. W.*

N. B.—Students who wish to pursue Greek and Latin studies in connection with the other studies prescribed in the College Course for the Degree of Bachelor of Letters, Bachelor of Arts, or Master of Arts, can do so on reporting their names to the President of the Faculty. Classes will be formed in these departments by the REV. A. J. HUNTINGTON, D. D., Professor of Greek in the Columbian College, and A. P. MONTAGUE, A. M., Professor of Latin in the Columbian College, if a sufficient number of students shall apply for such instruction.

PROSPECTUS

OF THE

LAW SCHOOL

OF

THE COLUMBIAN UNIVERSITY,

FOR THE ACADEMIC YEAR 1884–'85.

WASHINGTON, D. C.:
RUFUS H. DARBY, PRINTER, 432 NINTH STREET.
1884.

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JAMES C. WELLING, LL.D.,
PRESIDENT.

THE HON. WALTER S. COX, LL.D.,
PROFESSOR OF THE LAW OF REAL AND PERSONAL PROPERTY, OF CONTRACTS, AND OF CRIMES AND MISDEMEANORS.

THE HON. WILLIAM A. MAURY, LL.D.,
PROFESSOR OF EQUITY JURISPRUDENCE, OF COMMON LAW AND EQUITY PLEADING, OF THE LAW OF EVIDENCE, AND THE LAW OF PARTNERSHIP.

THE HON. WILLIAM STRONG, LL.D.,
LECTURER ON CONSTITUTIONAL LAW.

GEORGE F. APPLEBY, ESQ.,
ASSOCIATE PROFESSOR OF PRACTICE AND JUDGE OF MOOT COURT.

ROBERT C. FOX, LL.D.,
TREASURER.

THE COLUMBIAN UNIVERSITY,

WASHINGTON, D. C.

THE LAW SCHOOL.

The exercises of the Law School will be held during the term of 1884–'85 in the new University Building, situated at the southeast corner of H and Fifteenth streets, which, in its main story, has been provided with a LAW LECTURE HALL, forty-five feet by sixty feet, and capable of seating five hundred persons. The ground floor of the hall will be furnished with students' chairs, having a convenient attachment to facilitate the taking of lecture notes.

ADMISSION.

The course of study is adapted to graduates of colleges, and to any who have attained a competent discipline of their mental powers. All, however, who desire are admitted to the recitations and lectures of the School, it being understood that their graduation will depend on their success in mastering the daily exercises and in passing the final examinations. No one is admitted as a candidate for graduation in the Senior Class who has not spent one year either at this or some other Law School, or performed a corresponding amount of study under some approved attorney.

SESSIONS.

The entire course of study in the undergraduate department embraces two years. The annual session begins on the second Wednesday in October and ends on the Tuesday next before the second Wednesday in June. The exercises of the School are all held after the usual office hours, which close at 4 o'clock, thus giving

to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

COURSE OF INSTRUCTION.

The School is divided into two classes, a Junior and a Senior.

Junior Class.

PROF. COX.

The instructor of the Junior Class, aiming to secure for his pupils as thorough and accurate a knowledge of the law of *real and personal property*, *of contracts* and *of crimes and misdemeanors*, as it is possible for them to attain within the brief period of a scholastic year, places in their hands, successively, *Blackstone's Commentaries*, *Kent's Commentaries*, *Parsons on Contracts*, and *Byles on Bills*, as text-books to be carefully read and studied. He meets the class on Monday, Wednesday, and Friday of each week. For each meeting a lesson of moderate length is assigned, and the lesson for the evening forms the subject of his lecture. In his lecture he reviews, illustrates, and simplifies, as far as he can, the teachings of the lesson; shows how far, and in what particulars, the law contained in it has been repealed or modified, either by English or American statutes, or by the American common law; and tries to remove the doubts and uncertainties that are apt to trouble and perplex those entering for the first time upon the study of law. And to insure a careful reading of the lesson, and proper attention to his lecture, he, at the close of the latter, questions the class upon the important points of each; and, by his catechetical analysis, reproduces and impresses upon the memories of his pupils the teachings of both lesson and lecture.

The Senior Class.

PROF. MAURY.

The students of the Senior Class meet the Professor charged with their especial instruction on Tuesday, Thursday, and Saturday of each week, and while pursuing the special studies of the Senior course are required to attend the recitations and lectures of the Junior year, that they may be thoroughly grounded in the law of real and personal property and of contracts.

The special studies of the Senior year begin with Common Law Pleading, in which *Stephen on Pleading*, as edited by Tyler, is used as the text-book of the class. Next follow instructions on the Law of Evidence, with the first volume of *Greenleaf on Evidence* as a manual. To these succeed instructions in Equity Jurisprudence and Equity Pleading and Practice—*Smith's Manual of Equity*, and *Mitford and Tyler's Pleadings and Practice in Equity* being the text-books used under these heads. The closing part of the course is occupied with the *Law of Partnership* considered in itself and in its relations to remedies afforded in Courts of Equity. And because of their special character, lectures are given on the Remedies, Ejectments, Quo Warranto, Scire Facias, and Mandamus, as also lectures, by way of review, on Pleading and on Evidence, delivered at the close of the whole course.

The method of instruction pursued in this class is as follows: A lesson comprising a certain number of pages in the text-book is assigned to the class, and on the subject-matter of this lesson the Professor at his next meeting lectures according to the requirements of the case. At the next meeting he examines the class on the text and lecture of the preceding meeting—using for this purpose carefully written questions, and calling up indiscriminately the members of the class. In this way the students are trained to reproduce with readiness and accuracy the principles they have learned both from the text-books and the Lectures of the Professor.

SPECIAL FACILITIES.

The City of Washington furnishes special facilities for the law student as well as for the general scholar. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern. Besides the local courts both of criminal and civil jurisdiction, the sessions of the Supreme Court are valuable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities open to persons desirous of general improvement.

EXAMINATION AND GRADUATION.

All candidates for graduation are required to pass a general examination, at the end of the course, on all the studies of the two years, in the presence of the Faculty and of such committee as the Trustees of the University may appoint. This examination is conducted upon written questions, which are answered by each student in writing.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who, on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examination in all the studies of both the Junior and Senior classes.

The time spent in the Law School of the University is counted as part of the period of study required for admission to the bar of the Supreme Court of the District of Columbia.

PRIZES.

Three prizes, one of forty dollars, one of thirty dollars, and one of twenty dollars, are annually given to the respective authors of the best three essays among all those handed in by such members of

the Senior class as shall compete for them, and shall pass a successful examination for the degree of Bachelor of Laws. These prizes are awarded by the regular professors of the School.

COMMENCEMENT.

The degrees are publicly conferred, and the prizes publicly delivered at the Annual Commencement of the Law Department, when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for that purpose.

EXPENSES.

The entire charge for tuition, lectures, and all the facilities of the School, is *eighty dollars* for a single year, or *one hundred and fifty dollars* for two scholastic years, payable in advance, half yearly, or in monthly instalments at the option of students. Students desiring to devote three years or more to the preparation for graduation may have this privilege by the payment of *two hundred dollars* for the entire course. If a student shall, for any cause, intermit the studies of either his first or his second year at any point before graduation, the payment he may have made during either or both of these years will not work exemption from the regular monthly dues of any subsequent year on which he may attend the School; but it shall always be open to him to profit by the benefits of the three years' rule. A charge of *two dollars* is made for diplomas. Students from abroad can secure board at prices as reasonable as in any other city.

Graduates of the school are admitted to all lectures of the undergraduate course in subsequent years without charge.

GRADUATE COURSE IN PRACTICE.

A Graduate course of instruction in Common Law Practice and in Equity Pleadings and Practice, designed to show the application of the principles of law to the transaction of business life and to the actual proceedings of courts, is conducted by Professors Cox, Maury and Appleby as a supplement to the undergraduate course of the Law School.

In the Common Law Branch the students use a work on Practice prepared by Professor Cox, after which they are exercised in the conduct and trial of causes, and thus taught to apply their theoretical learning in pleadings, practice and evidence. In connection with this course, it is intended that they shall also study some such work as *Archibald's Law of Nisi Prius*. During more than half the term the exercises are those of a Nisi Prius Moot Court, over which Professor Appleby presides.

In the Equity Branch the students will be instructed by Professor Maury in the general principles of equity pleadings, and in the mode of conducting an equity case. The text-book employed will be *Mitford and Tyler's Equity Pleadings and Practice.*

Candidates for admission to the Graduate course will be required to furnish evidence that they have been diligent and successful students of law for the term of two years. Diplomas of respectable law schools, certifying that their holders have been graduated after such a term of study, will be received as evidence of qualfication for admission to the course. At the end of the course all such students who shall sustain a satisfactory examination in its instruction and exercises will be entitled to a diploma admitting them to the degree of Master of Laws. Students who have pursued a two-years' term of study in a lawyer's office will also be admitted to the course, on

presenting a certificate of the fact from a lawyer under whose direction they may have studied; but such students, if aspiring to the degree of Master of Laws, will be required, as the condition of receiving it, to sustain a satisfactory examination for the degree of Bachelor of Laws as well as for the degree of Master of Laws.

The tuition fee for this course, covering a period of nine months, is $25.

LECTURES ON CONSTITUTIONAL LAW.

An extraordinary course of Lectures on Constitutional Law is delivered to the students of the School by the Hon. William Strong, LL.D., sometime Associate Justice of the Supreme Court of the United States. In this course, after a history of the origin and formation of the Constitution of the United States, the principles of Constitutional interpretation are briefly inculcated, in connection with an outline sketch of the leading doctrines to which those principles have led in the conduct of the Government and under the exposition of the Supreme Court of the United States.

The course is open to all the classes of the School.

HISTORICAL.

The Law School of the Columbian University was established in the year 1864.

The number of its students during the last scholastic year of 1883–'84, was as follows:

Graduate Class in Practice	41
Senior Class	66
Junior Class	82
Aggregate	189

The number of the Alumni of the Law School is now.....1079

They are distributed throughout every State and Territory of the Union.

For catalogues or other information, address the President of the Faculty,

JAMES C. WELLING, LL.D.

OFFICERS OF THE ALUMNI ASSOCIATION.

PRESIDENT.

HENRY WISE GARNETT.

VICE PRESIDENTS,

FROM CLASSES.

1866—WILLIAM A. GORDON.
1867—REGINALD FENDALL.
1868—A. S. WORTHINGTON.
1869—T. A. LAMBERT.
1870—J. K. REDINGTON.
1871—THOMAS F. MILLER.
1872—W. A. McKENNY.
1873—FILLMORE BEALL.
1874—E. B. HAY.
1875—W. R. WOODWARD.
1876—JESSE H. WILSON.
1877—A. D. HAZEN.
1878—H. E. DAVIS.
1879—W. T. S. CURTIS.
1880—R. W. F. OGILVIE.
1881—W. A. JOHNSON.
1882—T. F. NOYES.

SECRETARY.

THOMAS. H. CALLAN.

TREASURER.

W. K. DUHAMEL.

HISTORIAN.

WILLIAM PIERCE BELL.

EXECUTIVE COMMITTEE.

HENRY WISE GARNETT, *ex officio.*
THOMAS H. CALLAN, *ex officio.*
W. K. DUHAMEL, *ex officio.*
GLEN H. COOPER.
E. B. HAY.
J. J. DARLINGTON.
W. A. DE CAINDREY.

CATALOGUE

OF THE

LAW SCHOOL

OF

THE COLUMBIAN UNIVERSITY,

WASHINGTON, D. C.,

FOR THE ACADEMIC YEAR 1884-'85.

WASHINGTON:
RUFUS H. DARBY, PRINTER.
1885.

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Professor of Equity Jurisprudence, of Common Law and Equity Pleading, of the Law of Evidence, and the Law of Partnership.

THE HON. WILLIAM STRONG, LL.D.,
Lecturer on Constitutional Law.

GEORGE F. APPLEBY, ESQ.,
Associate Professor of Practice and Judge of Moot Court.

ROBERT C. FOX, LL.D.,
Treasurer.

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SESSIONS.

The entire course of study in the undergraduate department embraces two years. The annual session begins on the first Wednesday in October and ends on the Tuesday next before the second Wednesday in June. The exercises of the School begin daily at 6 o'clock P. M., giving to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

COURSE OF INSTRUCTION.

The School has three classes, a Junior and a Senior in the undergraduate department, and a Graduate Class in Practice.

Junior Class.

PROF. COX.

The instructor of the Junior Class, aiming to secure for his pupils as thorough and accurate a knowledge of the law of *real and personal property*, *of contracts*, and *of crimes and misdemeanors*, as it is possible for them to attain within the

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PROF. MAURY.

The students of the Senior Class meet the Professor charged with their especial instruction on Tuesday, Thursday, and Saturday of each week, and while pursuing the special studies of the Senior course are required to attend the recitations and lectures of the Junior year, that they may be thoroughly grounded in the law of real and personal property and of contracts.

The special studies of the Senior year begin with Common Law Pleading, in which *Stephen on Pleading*, as edited by Tyler, is used as the text-book of the class. Next follow instructions on the Law of Evidence, with the first volume of *Greenleaf on Evidence* as a manual. To these succeed instructions in Equity Jurisprudence and Equity Pleading and Practice—*Smith's Manual of Equity, and Mitford and Tyler's Pleadings and Practice in Equity* being the text-books used under these heads. The closing part of the course is occupied with the *Law of Partnership* considered in itself and in its relations to remedies afforded in Courts of Equity. And because of their especial character, lectures are given on the Remedies, Ejectments, Quo Warranto, Scire Facias, and Man-

damus, as also lectures, by way of review, on Pleading and on Evidence, delivered at the close of the whole course.

The method of instruction pursued in this class is as follows: A lesson comprising a certain number of pages in the text-book is assigned to the class, and on the subject-matter of this lesson the Professor at his next meeting lectures according to the requirements of the case. At the next meeting he examines the class on the text and lecture of the preceding meeting—using for this purpose carefully written questions, and calling up indiscriminately the members of the class. In this way the students are trained to reproduce with readiness and accuracy the principles they have learned both from the text-books and the Lectures of the Professor.

SPECIAL FACILITIES.

The City of Washington furnishes special facilities for the law student as well as for the general scholar. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern. Besides the local courts, both of criminal and civil jurisdiction, the sessions of the Supreme Court are valuable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities open to persons desirous of general improvement.

EXAMINATION AND GRADUATION.

All candidates for graduation are required to pass a general examination, at the end of the course, on all the studies of the two years, in the presence of the Faculty and of such committee as the Trustees of the University may appoint. This examination is conducted upon printed questions, which are answered by each student in writing.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who, on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examination in all the studies of both the Junior and Senior classes.

The time spent in the Law School of the University is

counted as part of the period of study required for admission to the bar of the Supreme Court of the District of Columbia.

PRIZES.

Three prizes, one of forty dollars, one of thirty dollars, and one of twenty dollars, are annually given to the respective authors of the best three essays among all those handed in by such members of the Senior class as shall compete for them, and shall pass a successful examination for the degree of Bachelor of Laws. These prizes are awarded by the regular professors of the School.

COMMENCEMENT.

The degrees are publicly conferred, and the prizes publicly delivered at the Annual Commencement of the Law Department, when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for that purpose.

EXPENSES.

The entire charge for tuition, lectures, and all the facilities of the School, is *eighty dollars* for a single year, or *one hundred and fifty dollars* for two scholastic years, payable in advance, half yearly, or in monthly instalments at the option of students. Students who devote three years or more to the preparation for graduation may have this privilege by the payment of *two hundred dollars* for the entire course. If a student shall, for any cause, intermit the studies of either his first or his second year at any point before graduation, the payments he may have made during either or both of these years will not work exemption from the regular monthly dues of any subsequent year on which he may attend the School; but it shall always be open to him to profit by the benefits of the three years' rule. A charge of *two dollars* is made for diplomas. Students from abroad can secure board at prices as reasonable as in any other city.

Graduates of the school are admitted to all lectures of the undergraduate course in subsequent years without charge.

Graduate Course in Practice.

The Graduate course of instruction in Common Law Practice and in Equity Pleadings and Practice, designed to show the application of the principles of law to the transactions of business life and to the actual proceedings of courts, is conducted by Professors Cox, MAURY and APPLEBY as a supplement to the undergraduate course of the Law School.

In the Common Law Branch the students use a work on Practice prepared by Professor Cox, after which they are exercised in the conduct and trial of causes, and thus taught to apply their theoretical learning in pleadings, practice and evidence. In connection with this course, it is intended that they shall also study some such work as *Archibald's Law of Nisi Prius.* During more than half the term the exercises are those of a Nisi Prius Moot Court, over which Professor APPLEBY presides.

In the Equity Branch the students will be instructed by Prof. MAURY in the general principles of equity pleadings, and in the mode of conducting an equity case. The text-book employed will be *Mitford and Tyler's Equity Pleadings and Practice.*

Candidates for admission to the Graduate course will be required to furnish evidence that they have been diligent and successful students of law for the term of two years. Diplomas of respectable law schools, certifying that their holders have been graduated after such a term of study, will be received as evidence of qualification for admission to the course. At the end of the course all such students who shall sustain a satisfactory examination in its instruction and exercises will be entitled to a diploma admitting them to the degree of Master of Laws. Students who have pursued a two-years' term of study in a lawyer's office will also be admitted to the course, on presenting a certificate of the fact from a lawyer under whose direction they may have studied; but such students, if aspiring to the degree of Master of Laws, will be required, as the condition of receiving it, to sustain a satisfactory examination for the degree of Bachelor of Laws as well as for the degree of Master of Laws.

The tuition fee for this course, covering a period of nine months, is $25. It does not carry with it the privilege of attending the Lectures of the undergraduate course, except in the case of students who are graduates of the School.

LECTURES ON CONSTITUTIONAL LAW.

An extraordinary course of Lectures on Constitutional Law is delivered to the students of the School by the Hon. WILLIAM STRONG, LL.D., sometime Associate Justice of the Supreme Court of the United States. In this course, after a history of the origin and formation of the Constitution of the United States, the principles of Constitutional interpretation are briefly inculcated, in connection with an outline sketch of the leading doctrines to which those principles have led in the conduct of the Government and under the exposition of the Supreme Court of the United States.

The course is open to all the classes of the School.

STUDENTS OF LAW.

GRADUATE CLASS IN PRACTICE.

WALTER V. R. BERRY.....District of Columbia.
U. N. BETHELL.....Indiana.
R. B. BROWN.....Illinois.
C. R. CLEAVES.....Maine.
ALFRED CLUM.....New York.
H. P. COOLIDGE.....Massachusetts.
S. A. CRANDALL, A. B.....Minnesota.
BENJAMIN F. CRAWSHAW.....Pennsylvania.
T. F. DENNIS.....Illinois.
I. B. DUDLEY.....Wisconsin.
J. D. DUNWIDDIE.....Wisconsin.
J. T. DOWNES.....Maryland.
G. A. EVERSOLE.....Kentucky.
Ben L. FAIRCHILD.....New York.
A. W. FLEMING.....District of Columbia.
D. R. GALE.....California.
W. B. GRANT.....Wisconsin.
C. C. HALPINE.....New York.
JOSEPH HARPER.....District of Columbia.
W. D. HENRY.....Virginia.
H. C. HOWARD.....Kentucky.
T. B. HIGGINS.....District of Columbia.
J. S. JONES.....Tennessee.
H. A. KELLY.....Tennessee.
DONALD MCPHERSON (Michigan University).....Michigan.
F. A. MEYER.....California.
E. C. MANNERS.....New York.
F. W. MATTESON.....Illinois.
J. H. PIERCE.....District of Columbia.
G. A. PREVOST.....District of Columbia.
E. C. REYNOLDS.....Maine.
J. Q. RICE.....Connecticut.
C. J. SAWYER.....Massachusetts.
JOSEPH SHILLINGTON, JR.....District of Columbia.
F. DE L. SMITH.....New York.
ANGELO C. SCOTT.....Kansas.
GEORGE M. SMITH.....West Virginia.

JOSEPH STEWART.....Kansas.
WILLIAM M. STEUART.....Maryland.
GEORGE F. STONE.....New York.
F. M. TRYON.....District of Columbia.
W. M. WALTER.....District of Columbia.
R. C. WALTON.....Indiana.
MARTIN WELLES.....Connecticut.
W. W. WILSHIRE, JR.....Arkansas.
S. L. WILLIAMS, B. A.....Michigan.
COURT F. WOOD.....Michigan.

GRADUATE STUDENTS..... 47.

UNDERGRADUATE STUDENTS OF LAW.

SENIORS.

J. H. Adriaans ..... District of Columbia.
George B. Anderson ..... District of Columbia.
W. H. Arnold, A. B ..... Indiana.
M. B. Bailey ..... Illinois.
George T. Baxter ..... New Jersey.
Howard Beall ..... Maryland.
J. W. Blackburn, Jr ..... Kentucky.
C. P. Bourne ..... Minnesota.
E. Schley Cassin ..... Maryland.
A. S. Christie ..... Massachusetts.
John E. Clarke ..... District of Columbia.
Albert F. Coumbe ..... District of Columbia.
R. P. Daniels ..... Pennsylvania.
Thomas H. Dawson ..... Maryland.
E. N. Dingley ..... Maine.
Irving B. Dudley ..... Wisconsin.
R. W. Dutton ..... District of Columbia.
H. J. Finley ..... District of Columbia.
Oscar Foote ..... Indiana.
Keith Forrest ..... District of Columbia.
Clinton Gage ..... Illinois.
F. A. Grant ..... Wisconsin.
Preston B. Gillette ..... Kansas.
Alberton H. Hall ..... Minnesota.
Joseph Harper ..... District of Columbia.
A. C. Jenkins ..... Virginia.
John M. Killits ..... Ohio.
John Kimmell ..... Illinois.
S. H. Lewis ..... Virginia.
John A. Luce ..... Montana Territory.
Douglass S. Mackall ..... Virginia.
James Maynard ..... Tennessee.
Mathew F. Maury ..... Virginia.
F. L. Marshall, Jr ..... Virginia.
W. P. Metcalf ..... District of Columbia.
F. A. Meyer ..... California.

GEORGE J. MECHLING ..... Pennsylvania.
GUION MILLER ..... Maryland.
J. F. MOORE ..... Ohio.
BALLARD MORRIS ..... District of Columbia.
THEODORE B. MACDONALD ..... Florida.
JAMES MCKINNEY ..... Pennsylvania.
W. B. NORRIS ..... District of Columbia.
F. A. NUTE ..... Wisconsin.
W. M. OFFLEY ..... New York.
E. H. PATTERSON ..... Massachusetts.
WALTER B. PATTERSON ..... New Hampshire.
F. A. PEASE ..... Massachusetts.
OLIVER A. PEASE ..... Illinois.
C. S. POWELL ..... Kentucky.
R. N. PRICE ..... Pennsylvania.
GEO. L. PRYOR ..... Virginia.
GREEN B. RAUM, JR ..... Illinois.
JOHN RAUM ..... Illinois.
H. L. REYNOLDS, JR ..... Connecticut.
M. C. RICHARDS ..... U. S. Army.
WM. B. ROBISON ..... Ohio.
NATHANIEL E. ROBINSON ..... Pennsylvania.
J. P. SHEPPERD ..... Virginia.
S. A. SHIPMAN ..... Kansas.
BRUCE SIMMONS ..... Virginia.
H. W. SLOCUM, JR ..... New York.
F. DE L. SMITH ..... New York.
J. T. SMITH ..... Illinois.
J. H. SPALDING ..... District of Columbia.
HAWKINS TAYLOR ..... Ohio.
W. W. TOWNSEND ..... District of Columbia.
ALVAN T. TRACY ..... Connecticut.
W. F. WARRINER ..... Connecticut.
O. E. WILLIAMS ..... Pennsylvania.
T. M. WILKES ..... South Carolina.

SENIORS 71

JUNIORS.

J. H. Adams.....District of Columbia.
J. W. G. Atkins.....Arkansas.
R. B. Bagby.....Indiana.
F. E. Barton.....Maine.
Willard S. Campbell.....West Virginia.
Frederick F. Church.....District of Columbia.
S. R. Church.....District of Columbia.
Myer Cohen.....District of Columbia.
Alex. W. Conlee.....Nebraska.
H. V. Cooke.....Pennsylvania.
Van den Berghen Dubois.....France.
Thomas Durant.....District of Columbia.
Otto G. Eckstein.....District of Columbia.
P. M. Foley.....Indiana.
Albert S. Grandy.....North Carolina.
A. P. Greeley.....New Hampshire.
Wm. B. Greeley.....New Hampshire.
Robert P. Haines.....New Jersey.
Albert B. Hall.....District of Columbia.
John Maynard Harlan.....District of Columbia.
F. H. Hodder.....Michigan.
F. R. Hubacheck.....Wisconsin.
Elbert L. Johnson.....Iowa.
F. H. Keller.....Pennsylvania.
Q. E. C. Kendall.....Massachusetts.
Charles W. Keyes.....Maine.
Wm. P. Kinney.....Massachusetts.
George Koehler.....Illinois.
John A. Logan, Jr.....Illinois.
David H. Mead.....New York.
Clarence E. Moulton.....District of Columbia.
Fred. D. McKenney.....District of Columbia.
L. W. Naylor.....Wisconsin.
Pickens Neagle.....South Carolina.
P. B. B. Northrop.....Vermont.
Howard P. Okie.....Wyoming Territory.
N. H. Quimby.....
T. A. Robbins.....Wisconsin.
W. S. Roudebush.....Mississippi.
Charles E. Sackett.....New York.
Jacob Scharf.....Pennsylvania.
Fred. L. Siddons.....District of Columbia.
P. W. Smith.....Illinois.
Henry C. Stewart, Jr.....District of Columbia.

N. S. STOCKWELL.....Illinois.
F. M. STEVENSON.....Illinois.
ALEX. S. STEUART.....District of Columbia.
A. T. STOUTENBURGH.....New Jersey.
JOHN T. SUTER.....District of Columbia.
F. E. TASKER.....District of Columbia.
G. W. TITCOMB.....Maine.
A. M. TILLMAN.....Tennessee.
GEORGE S. TORRENCE.....District of Columbia.
ALBERT H. VAN DEUSEN.....New York.
ORLANDO G. WALES.....District of Columbia.
A. V. WADHAMS.....New York.
EDWARD T. WALKER.....District of Columbia.
O. E. WELLER.....Maryland.
J. S. WHITEHOUSE.....Pennsylvania.
HENRY C. WOOD.....New York.
F. B. YOUNG.....New Jersey.

JUNIORS..... 61.

PROSPECTUS

OF THE

Corcoran School

OF

SCIENCE AND ARTS,

OF

THE COLUMBIAN UNIVERSITY,

WASHINGTON, D. C.

WASHINGTON:
RUFUS H. DARBY, PRINTER, 432 NINTH STREET.
1884.

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1884.

FACULTY OF INSTRUCTION.

JAMES C. WELLING, LL.D.,
PRESIDENT.

EDWARD T. FRISTOE, A. M., LL.D.,
PROFESSOR OF GENERAL AND ANALYTICAL CHEMISTRY, AND DEAN OF THE FACULTY.

THE REV. A. J. HUNTINGTON, D. D.,
PROFESSOR OF MENTAL AND MORAL PHILOSOPHY.

THE REV. SAMUEL M. SHUTE, D. D.,
PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE.

J. HOWARD GORE, B. S.,
PROFESSOR OF MATHEMATICS AND GEODESY.

ANTHONY H. JANUS,
PROFESSOR OF FRENCH AND GERMAN LANGUAGES.

SIMON NEWCOMB, S. D., LL.D.,
PROFESSOR OF ASTRONOMY.

*
PROFESSOR OF PHYSICS.

HENRY W. BLAIR, C. E.,
PROFESSOR OF CIVIL ENGINEERING.

LESTER F. WARD, A. M.,
PROFESSOR OF BOTANY.

THEODORE N. GILL, M. D., PH. D.,
PROFESSOR OF ZOÖLOGY.

T. C. CHAMBERLAIN, A. M.,
PROFESSOR OF GEOLOGY.

OTIS T. MASON, A. M., PH. D.,
PROFESSOR OF ANTHROPOLOGY.

* Not yet appointed.

WILLIAM M. POINDEXTER,
PROFESSOR OF ARCHITECTURE.

CLEVELAND ABBE, A. M.,
PROFESSOR OF METEOROLOGY.

FRANK WALDO,
INSTRUCTOR IN PRACTICAL AND MATHEMATICAL METEOROLOGY.

EDWARD M. SCHAEFFER, M. D.,
INSTRUCTOR IN MICROSCOPY.

WILLIAM S. YEATES, A. M.,
INSTRUCTOR IN DETERMINATIVE MINERALOGY.

W. P. LAWVER, M. D.,
INSTRUCTOR IN METALLURGY AND ASSAYING.

HOWARD L. HODGKINS, A. M.,
ADJUNCT PROFESSOR OF MATHEMATICS.

HARRY KING,
PROFESSOR OF MECHANICAL AND TOPOGRAPHICAL DRAWING.

DANIEL K. SHUTE, A. M., M. D.,
ASSISTANT INSTRUCTOR IN MICROSCOPY.

CORCORAN SCHOOL OF SCIENCE AND ARTS.

A School of Science and Arts has been established by the Trustees and Overseers of the Columbian University, as a part of their University system of education.

In respect for his exalted character and in grateful recollection of his many benefactions to the University, the School will be called by the name of W. W. CORCORAN.

The exercises of the School will open on the first Wednesday in October, 1884, in the new University Building, southeast corner of Fifteenth and H streets, which has been constructed with special reference to the wants of the department, as well as with ample lecture halls and recitation rooms for the accommodation of the College and Law School of the University.

Provision will be made in the Corcoran School of Science and Arts for general and for special courses of study.

The General Courses will embrace schemes of studies in Literature, Science and Arts, leading collectively to the degree of Bachelor of Science, of Civil Engineer, Mechanical Engineer, Mining Engineer, &c., according to the scope and quality of the studies prescribed for each degree.

Under the head of Special Courses of Study, whether considered with reference to single studies or to arts embracing with specific studies a certain component part of the General Course, provision will be made, as opportunity may arise, for instruction in

Practical Astronomy,
Geodesy,
Electrical Engineering,
Architecture,
Analytical Chemistry in all its branches,
Metallurgy,
Assaying,
Drawing in all its branches.
&c., &c.

In pursuit of this plan, instruction will be offered by the Corcoran School of Science and Arts in the following branches:

I.

The English Language and Literature, embracing Rhetoric, Logic, History, &c.

II.

The French and German Languages, to be studied with special reference to speaking them and reading them at sight.

III.

Mathematics, embracing Algebra, Geometry, Analytical Geometry, Shades, Shadows and Perspective, Descriptive Geometry, Differential and Integral Calculus.

IV.

Physics, embracing Mechanics, Statics, Dynamics, Hydro-Dynamics, Electricity, Electrical Engineering, Magnetism, Light, Heat, Acoustics, &c.

V.

Chemistry, embracing Chemical Physics, General Chemistry, Analytical Chemistry, Industrial Chemistry, Assaying, Metallurgy, &c.

VI.

Civil Engineering, embracing Construction of Roads, Canals, Bridges, Geodetic Surveying, Surveys of Harbors, Rivers, Water Supplies, Sewerage, Drainage, Strength of Materials, &c., &c.

VII.

Mining Engineering, embracing specific studies with component parts of foregoing studies.

VIII.

Astronomy, Theoretical and Practical, embracing Lectures on History, Methods and Results.

IX.

Geology in all its branches, including Physical Geography and Mineralogy.

X.

Biology, including Botany, Zoölogy, Physiology and Anthropology.

XI.

Architecture, Ancient and Modern, its History and Methods, Drawing, &c.

XII.

Philosophy, embracing Mental and Moral Philosophy, Political Economy, Constitutional and International Law.

Degrees, Diplomas, and Certificates of Proficiency, according to the scope and quality of the studies pursued, will be awarded in the foregoing branches to students passing a satisfactory examination in the number of studies prescribed respectively for such Degrees, Diplomas or Certificates.

To accommodate students engaged in the Executive Departments, or in other office work, the exercises of the School will be held in the evening, between 6 and 10 o'clock.

SYNOPSIS OF THE GENERAL COURSE OF STUDY FOR THE DEGREE OF BACHELOR OF SCIENCE.

First Year.

FIRST TERM.	SECOND TERM.
Algebra completed.	Plane and Spherical Trigonometry.
Geometry completed.	Surveying and Mensuration.
French.	French.
German.	German.
Rhetoric.	English Literature.
English Language.	Mechanical Drawing.
Mechanical Drawing.	Chemistry, Inorganic (Lectures).
Chemistry, Inorganic (Lectures).	Botany

Second Year.

FIRST TERM.	SECOND TERM.
Analytical Geometry.	Descriptive Geometry, Shades, Shadows, and Perspective.
Physics (Lectures).	Physics (Lectures).
Descriptive Astronomy.	History of Astronomy.
French.	French.
German.	German.
English Literature.	Zoölogy.
Mineralogy.	Meteorology.
Zoölogy (Human Anatomy and Physiology.)	Botany
Chemistry, Organic (Lectures).	

Third Year.

FIRST TERM.	SECOND TERM.
Differential Calculus.	Integral Calculus.
Mechanics.	Mechanics.
Logic.	History.
French and German.	French and German.
Geology.	Geology.
Meteorology.	Meteorology.
Mineralogy.	Mineralogy.
Topographical Drawing.	

Fourth Year.

FIRST TERM.	SECOND TERM.
General Astronomy.	General Astronomy.
Mental and Moral Philosophy.	Mental and Moral Philosophy.
Constitutional History.	International Law.
Anthropology.	Advanced French and German.
Advanced French and German.	Industrial Chemistry (Lectures).
Industrial Chemistry (Lectures).	

In addition to the foregoing General Course for the degree of Bachelor of Science, separate courses will be arranged in Chemistry, Physics, Electrical Engineering, Civil Engineering, Mining Engineering, Metallurgy, and Architecture, which will embrace thorough technical instruction in these branches, while including certain related portions of the General Course, and students completing any one of these courses will receive the corresponding degree.

A conspectus of studies, with the recitation hours or lecture hours appointed for each study during the first term of the year, 1884–'85, will be announced at the opening of the School in October.

REQUIREMENTS FOR ADMISSION.

Candidates for the degree of Bachelor of Science, Civil Engineer, or other full degree of the School, must have a good knowledge of Arithmetic in all its branches, of Geography as taught in the best schools, English Grammar, Orthography and Composition, Algebra through Quadratic Equations, and Geometry, through Plane Geometry.

In the case of students aiming to secure special proficiency in some single branch of Technology, the requirements for admission will be less comprehensive, but no student will be admitted without a competent knowledge of the English studies above mentioned.

GRADUATE STUDIES.

If a sufficient number of students shall apply for instruction in advanced studies, leading to the degree of Master of Science or Doctor of Science, arrangements will be made for them, as well as for graduate practice and original research in the laboratories.

ANNUAL TUITION FEES.

For the full course of studies (not including Laboratory Courses) prescribed for any one year, leading to the degree of Bachelor of Science, Civil Engineer, &c.	$90 00
For single courses of study in English Language and Literature	30 00
Mathematics	30 00
Modern Languages	30 00
Mental and Moral Science	30 00
General Chemistry	30 00
General Physics	30 00

The studies in the Chemical Laboratory will embrace three courses:

I.—Qualitative Analysis, embracing a well-arranged course of Chemical Manipulations, and a systematic course of analysis, extending through one year	$100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
II.—Quantitative Analysis, embracing Volumetric Analysis and other special methods, extending through one year	100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
III.—Assaying of Ores and Bullion	40 00
For Materials used	20 00
Students wishing to take a short course of one term in Chemical Manipulation, will be charged	30 00
For Chemicals used	10 00
Deposit (returnable)	10 00
For special laboratory work in connection with Physics, an additional charge will be made of	50 00

For special technical instruction in Electrical Engineering, Microscopy, Blowpipe Analysis, Architecture, Meteorology, Drawing, &c., the tuition fees will be announced at the opening of the term, and will be determined, in part, by the number of students.

All fees for full courses, or for courses in Analytical Chemistry and Assaying, are payable in monthly instalments, in advance. Fees for single or for special studies are payable in advance in half-yearly instalments.

For additional information application may be made to

PROF. E. T. FRISTOE,
Dean of the Faculty.

Residence 1434 N Street N. W.

N. B.—Students who wish to pursue Greek and Latin studies in connection with the other studies prescribed in the College Course for the degree of Bachelor of Letters, Bachelor of Arts, or Master of Arts, can do so on reporting their names to the President of the Faculty. Classes will be formed in these departments by the REV. A. J. HUNTINGTON, D. D., Professor of Greek in the Columbian College, and A. P. MONTAGUE, A. M., Professor of Latin in the Columbian College, if a sufficient number of students shall apply for such instruction.

ACADEMIC DEPARTMENT.

The exercises of THE COLUMBIAN COLLEGE will begin September 10, 1884, at 9 o'clock A. M., in the new University Building, corner of Fifteenth and H streets N. W.

FACULTY OF INSTRUCTION.

JAMES C. WELLING, LL.D.,
PRESIDENT,
AND PROFESSOR OF MORAL AND MENTAL PHILOSOPHY, AND LECTURER ON HISTORY.

THE REV. A. J. HUNTINGTON, D. D.,
PROFESSOR OF THE GREEK LANGUAGE AND LITERATURE.

THE REV. SAMUEL M. SHUTE, D. D.,
PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE, AND INSTRUCTOR IN ANGLO-SAXON.

E. T. FRISTOE, A. M., LL.D.,
PROFESSOR OF CHEMISTRY, PHYSICS, AND NATURAL HISTORY.

ANTHONY H. JANUS,
PROFESSOR OF THE FRENCH AND THE GERMAN LANGUAGES.

ANDREW P. MONTAGUE, A. M.,
PROFESSOR OF THE LATIN LANGUAGE AND LITERATURE.

J. H. GORE, B. S.,
PROFESSOR OF MATHEMATICS.

The exercises of the PREPARATORY SCHOOL of the Columbian College will begin September 10, 1884, at 9 o'clock A. M., in the new building, 1335 H street N. W., with a full corps of instructors. After September 1, officers will be at the building daily, to consult with parents and pupils.

For further information in regard to these departments, address

JAMES C. WELLING, LL.D., *President.*

CATALOGUE

OF THE

CORCORAN SCIENTIFIC SCHOOL

OF

THE COLUMBIAN UNIVERSITY,

WASHINGTON, D. C.,

FOR THE ACADEMIC YEAR 1884-'85.

WASHINGTON:
RUFUS H. DARBY, PRINTER.
1885.

THE SCIENTIFIC FACULTY.

JAMES C. WELLING, LL.D.,
PRESIDENT.

EDWARD T. FRISTOE, A. M., LL.D.,
Professor of General and Analytical Chemistry, and Dean of the Faculty.

THE REV. A. J. HUNTINGTON, D. D.,
Professor of Mental and Moral Philosophy.

THE REV. SAMUEL M. SHUTE, D. D.,
Professor of English Language and Literature.

J. HOWARD GORE, B. S.,
Professor of Mathematics and Geodesy.

ANTHONY H. JANUS,
Professor of French and German Languages.

SIMON NEWCOMB, S. D., LL.D.,
Professor of Astronomy.

WILLIAM HALLOCK, PH. D.,
Professor of Physics.

Professor of Civil Engineering.

LESTER F. WARD, A. M.,
Professor of Botany.

THEODORE N. GILL, M. D., PH. D.,
Professor of Zoology.

T. C. CHAMBERLAIN, A. M.,
Professor of Geology.

OTIS T. MASON, A. M., PH. D.,
Professor of Anthropology.

WILLIAM M. POINDEXTER,
Professor of Architecture.

CLEVELAND ABBE, A. M.,
Professor of Meteorology.

EDWARD M. SHAEFFER, M. D.,
Instructor in Microscopy.

WILLIAM S. YEATES, A. M.,
Instructor in Determinative Mineralogy.

W. P. LAWVER, M. D.,
Instructor in Metallurgy and Assaying.

HOWARD L. HODGKINS, A. M.,
Adjunct Professor of Mathematics.

HARRY KING,
Professor of Mechanical and Topographical Drawing.

DANIEL K. SHUTE, M. D.,
Assistant Instructor in Microscopy.

GUSTAV BISSING,
Lecturer on Differential Equations.

ROBERT C. FOX, LL D.,
Treasurer.

THE CORCORAN SCIENTIFIC SCHOOL.

The School of Science established by the Trustees and Overseers of the Columbian University, as a part of their University system of education, is called by the name of W. W. CORCORAN, in respect for his exalted character and in grateful recollection of his many benefactions to the University.

The exercises of the School begin on the first Tuesday in October, 1885, and are held in the new University Building (southeast corner of Fifteenth and H streets), which has been constructed with special reference to the wants of the department.

Provision is made in the Corcoran Scientific School for general and for special courses in study.

The General Courses embrace schemes of studies in Literature, Science and Technology, leading collectively to the degree of Bachelor of Science, of Civil Engineer, Mechanical Engineer, Mining Engineer, &c., according to the scope and quality of the studies prescribed for each degree.

Under the head of Special Courses of Study, whether considered with reference to single studies or to arts embracing with specific studies a certain component part of the General Course, provision is made for instruction in Practical Astronomy, Geodesy, Electrical Engineering, Architecture, Analytical Chemistry in all its branches, Metallurgy, Assaying, Drawing in all its branches, &c., &c.

In pursuit of this plan, instruction is offered by the Corcoran Scientific School in the following branches:

I. The English Language and Literature, embracing Rhetoric, Logic, History, &c.

II. The French and the German Languages, studied with special reference to speaking them and reading them at sight.

III. Mathematics, embracing Algebra, Geometry, Analytical Geometry, Shades, Shadows and Perspective, Descriptive Geometry, Differential and Integral Calculus.

IV. Physics, embracing Mechanics, Statics, Dynamics, Hydro-Dynamics, Electricity, Electrical Engineering, Magnetism, Light, Heat, Acoustics, &c.

V. Chemistry, embracing Chemical Physics, General Chemistry, Analytical Chemistry, Industrial Chemistry, Assaying, Metallurgy, &c.

VI. Civil Engineering, embracing Construction of Roads, Canals, Bridges, Geodetic Surveying, Surveys of Harbors, Rivers, Water Supplies, Sewerage, Drainage, Strength of Materials, &c., &c.

VII. Mining Engineering, embracing specific studies with component parts of foregoing studies.

VIII. Astronomy, Theoretical and Practical, embracing Lectures on History, Methods and Results.

IX. Geology in all it branches, including Physical Geography and Mineralogy.

X. Biology, including Botany, Zoölogy, Physiology and Anthropology.

XI. Architecture, Ancient and Modern, its History and Methods, Drawing, &c.

XII. Philosophy, embracing Mental and Moral Philosophy, Political Economy, Constitutional and International Law.

Degrees, Diplomas, and Certificates of Proficiency, according to the scope and quality of the studies pursued, are awarded in the foregoing branches to students passing a satisfactory examination in the number of studies prescribed respectively for such Degrees, Diplomas or Certificates.

To accommodate students engaged in the Executive Departments, or in other office work, the exercises of the School are held in the evening, from 6 to 10 o'clock.

SYNOPSIS OF THE GENERAL COURSE OF STUDY FOR THE DEGREE OF BACHELOR OF SCIENCE.

First Year.

FIRST TERM.	SECOND TERM.
Algebra completed.	Plane and Spherical Trigonometry.
Geometry completed.	Surveying and Mensuration.
French.	French.
German.	German.
Rhetoric.	English Literature.
English Language.	Mechanical Drawing.
Mechanical Drawing.	Chemistry, Inorganic and Organic (Lectures).
Chemistry, Inorganic (Lectures).	

Second Year.

FIRST TERM.	SECOND TERM.
Analytical Geometry.	Differential Calculus.
Physics (Lectures).	Physics (Lectures).
Mechanics.	Mechanics.
French.	History.
German.	French.
English Literature.	German.
Mineralogy.	Mineralogy.
Botany.	Botany.

Third Year.

FIRST TERM.	SECOND TERM.
Integral Calculus.	Integral Calculus.
Astronomy.	Astronomy.
Logic.	French and German.
French and German.	Geology.
Geology	Meteorology.
Meteorology.	Zoölogy.
Zoölogy.	Topographical Drawing.
Topographical Drawing.	

Fourth Year.

FIRST TERM.	SECOND TERM.
General Astronomy.	General Astronomy.
Mental and Moral Philosophy.	Mental and Moral Philosophy.
Constitutional History.	International Law.
Anthropology.	Advanced French and German.
Advanced French and German.	Industrial Chemistry (Lectures).
Industrial Chemistry (Lectures).	

In addition to the foregoing General Course for the degree of Bachelor of Science, separate courses are arranged in Chemistry, Physics, Electrical Engineering, Civil Engineering, Mining Engineering, Metallurgy, and Architecture, which embrace technical instruction in these branches, while including certain related portions of the General Course, and students completing any one of these courses will receive the corresponding degree.

The separate courses in Civil Engineering and in Chemistry are as follows:

COURSE IN CIVIL ENGINEERING FOR THE DEGREE OF CIVIL ENGINEER.

First Year.

FIRST TERM.	SECOND TERM.
Algebra completed.	Plane and Spherical Trigonometry.
Geometry completed.	Surveying and Mensuration.
French.	French.

German.
Rhetoric.
English Language.
Mechanical Drawing.
Chemistry (Lectures).

German.
English Literature.
Mechanical Drawing.
Chemistry (Lectures).

SECOND YEAR.

FIRST TERM.

Analytical Geometry.
Physics (Lectures).
Mechanics.
French or German.
English Literature.
History.
Mineralogy.
Botany.

SECOND TERM.

Differential Calculus.
Descriptive Geometry and Graphics.
French or German.
Physics (Lectures).
Mechanics.
History.
Mineralogy.
Botany.

THIRD YEAR.

FIRST TERM.

Integral Calculus.
Railroad Surveying.
Topographical Drawing.
Strength of Materials.
Descriptive Astronomy.
Geology.
French or German.
English (Logic).

SECOND TERM.

Integral Calculus.
Engineering.
Theory of Machines.
Drawing (Construction of Machines).
Excavations, &c.
History of Astronomy.
Geology.
French or German.

FOURTH YEAR.

FIRST TERM.

General Astronomy.
Machines and Motors.
Engineering { Hydraulic. Sanitary. Coast and Harbors.
Geodesy.
Use of Plane Table.
Strength of Materials.
Metallurgy (Iron and Steel).
Practice in Design.

SECOND TERM.

General Astronomy.
Principles of Construction.
Study of Actual Works.
Engineering { Hydraulic. Sanitary. Coast and Harbors.
Strength of Materials.
Building Materials.
Specifications.
Contracts.

COURSE IN CHEMISTRY OR METALLURGY FOR THE DEGREE OF BACHELOR OF SCIENCE.

FIRST YEAR.

FIRST TERM.

Algebra completed.
Geometry completed.
French.
German.
Rhetoric.
English Language.
Mechanical Drawing.
Chemistry (Lectures).

SECOND TERM.

Plane and Spherical Trigonometry.
Surveying and Mensuration.
French.
German.
English Literature.
Mechanical Drawing.
Chemistry.

Second Year.

First Term.	Second Term.
Qualitative Analysis.	Qualitative Analysis.
Physics (Lectures).	Physics (Lectures).
Mineralogy.	Mineralogy.
English or French or German.	English or French or German.

Third Year.

First Term.	Second Term.
Quantitative Analysis.	Quantitative Analysis.
Volumetric Analysis.	Volumetric Analysis.
Astronomy.	Astronomy.
Geology.	Geology.
Meteorology.	Meteorology.

Fourth Year.

First Term.	Second Term.
Industrial Chemistry.	Industrial Chemistry.
Organic Analysis.	Organic Analysis.
Assaying.	Assaying.
Metallurgy of Iron, Copper, Lead, Silver, Gold, &c.	Metallurgy.
General Metallurgy (Lectures).	Machines used in Metallurgy.
Constitution of Furnaces (Lectures).	Building Materials.

A conspectus of studies, with the recitation hours or lecture hours appointed for each study, is announced at the opening of each year.

Requirements for Admission.

Candidates for the degree of Bachelor of Science, Civil Engineer, or other full degree of the School, must have a good knowledge of Arithmetic in all its branches, of Geography as taught in the best schools, English Grammar, Orthography and Composition, Algebra through Quadratic Equations, and Geometry, through Plane Geometry.

In the case of students aiming to secure special proficiency in some single branch of Technology, the requirements for admission will be less comprehensive, but no student will be admitted to any class without a competent knowledge of the English studies above mentioned.

No student will be admitted to any class until after matriculation, that is, until after first reporting his name to the President or the Dean of the Faculty, passing the preliminary examination, and receiving the Certificate of the Financial Agent that the required tuition fees have been paid.

GRADUATE STUDIES.

If a sufficient number of students shall apply for instruction in advanced studies, leading to the degree of Master of Science or Doctor of Science, arrangements will be made for them, as well as for graduate practice and original research in the laboratories.

ANNUAL TUITION FEES.

For the full course of studies (not including Laboratory Courses) prescribed for any one year, leading to the degree of Bachelor of Science, Civil Engineer, &c.	$90 00
For single courses of study in English Language and Literature	30 00
Mathematics	30 00
Modern Languages	30 00
Mental and Moral Science	30 00
General Chemistry	30 00
General Physics	30 00
Mechanical Drawing	30 00
Topographical Drawing	30 00

The studies in the Chemical Laboratory will embrace three courses:

I.—Qualitative Analysis, embracing a well-arranged course of Chemical Manipulations, and a systematic course of analysis, extending through one year	$100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
II.—Quantitative Analysis, embracing Volumetric Analysis and other special methods, extending through one year	100 00
For Chemicals used	25 00
Deposit (returnable) for apparatus injured	25 00
III.—Assaying of Ores and Bullion	40 00
For Materials used	20 00
Students wishing to take a short course of one term in Chemical Manipulation, will be charged	30 00
For Chemicals used	10 00
Deposit (returnable)	10 00
For special laboratory work in connection with Physics, an additional charge is made of	50 00

For special technical instruction in Electrical Engineering, Microscopy, Blowpipe Analysis, Architecture, Meteorology, Drawing, &c., the tuition fees will be announced at the opening of the term, and will be determined, in part, by the number of students.

All fees for full courses, or for courses in Analytical Chemistry and Assaying, are payable in monthly instalments, in advance. Fees for single or for special studies are payable in advance in half-yearly instalments. No deduction on account of absence will be made for any less time than a quarter of the year.

For additional information, application may be made to

PROF. E. T. FRISTOE,
Dean of the Faculty.

Residence, 1534 *N Street, N. W.*

N. B.—Students who wish to pursue Greek and Latin studies in connection with the other studies prescribed in the College Course for the Degree of Bachelor of Letters, Bachelor of Arts, or Master of Arts, can do so on reporting their names to the President of the Faculty. Classes will be formed in these departments by the REV. A. J. HUNTINGTON, D. D., Professor of Greek in the Columbian College, and A. P. MONTAGUE, A. M., Professor of Latin in the Columbian College, if a sufficient number of students shall apply for such instruction.

STUDENTS IN SCIENCE AND TECHNOLOGY.

WELLFORD ADDIS [2] ..... District of Columbia.
W. H. APPLETON [1,2,8] ..... New Hampshire.
E. W. ASHFORD [6] ..... District of Columbia.
SUMNER BANGS [2,3] ..... Maine.
E. C. BARNARD [8] ..... District of Columbia.
J. A. BARRY [2,8] ..... District of Columbia.
MISS JOSEPHINE BETTES ..... Massachusetts.
J. M. BLANFORD ..... District of Columbia.
H. M. BOTELER [8] ..... District of Columbia.
MISS D. M. BOYD [4] ..... District of Columbia.
ROBERT BRIDGES [5] ..... Maryland.
J. STANLEY-BROWN ..... District of Columbia.
MISS LIZZIE P. BROWN ..... District of Columbia.
B. BUNNEMEYER ..... District of Columbia.
N. L. BURCHELL [5] ..... District of Columbia.
O. BURKE [8] ..... District of Columbia.
A. CATHCART [2,6] ..... District of Columbia.
MISS N. CATTELL [4] ..... District of Columbia.
T. E. CHAPIN [1,4] ..... District of Columbia.
R. H. CHAPMAN [2,8] ..... Connecticut.
HARRY CHUTE ..... District of Columbia.
E. B. CLARKE [8] ..... Nevada.
G. A. COPELAND [2,3,4,5] ..... New Jersey.
A. M. COYLE [5] ..... District of Columbia.
W. E. COCHRAN [5] ..... Kansas.
D. E. MCCOMB [2,3,4] ..... District of Columbia.
JAMES CORRIDON [1] ..... District of Columbia.
HARRY MCCOY [7] ..... Maryland.
C. P. CRONK [2,6] ..... District of Columbia.
M. A. CUDLIPP [8] ..... District of Columbia.
B. DALY [1,2] ..... District of Columbia.
MISS ADA M. DALY [3,4] ..... District of Columbia.
E. Y. DAVIDSON [1] ..... District of Columbia.
B. E. DAKIN [2,8] ..... District of Columbia.
I. T. DAVIS [5] ..... District of Columbia.
P. C. DAY ..... Maryland.
G. A. DETCHMENDAY [2,8] ..... District of Columbia.
C. B. DILLEY [2,6] ..... District of Columbia.
A. DONHAUSER [2] ..... District of Columbia.
F. H. DUEHAY ..... District of Columbia.
H. S. DURNALL ..... Pennsylvania.

T. A. Dent ..... District of Columbia.
O. L. Fassig [2,6] ..... District of Columbia.
B. C. Fenwick ..... District of Columbia.
B. P. Finn [1,2] ..... Dakota Territory.
Miss R. A. Fletcher [4] ..... District of Columbia.
S. A. Foote [8] ..... District of Columbia.
C. H. Gardner [5,8] ..... District of Columbia.
W. A. Glassford ..... District of Columbia.
T. J. Glover ..... Iowa.
A. Gude [1] ..... Maryland.
W. H. Hartt [2] ..... Virginia.
L. J. Hatch [1] ..... Vermont.
W. H. Hammon [2,6] ..... District of Columbia.
D. C. Harrison [8] ..... District of Columbia.
G. P. Hawkins [2] ..... District of Columbia.
R. R. Herman [2] ..... District of Columbia.
A. J. Henry ..... District of Columbia.
R. Henderson [5] ..... Maryland.
C. B. Hepburn [8] ..... District of Columbia.
G. A. Hill [2] ..... District of Columbia.
Mrs. C. B. Hinds [5] ..... District of Columbia.
W. S. Hogg [5] ..... U. S. Navy.
Miss A. E. Hopkins [4] ..... District of Columbia.
T. R. Hopkins [2] ..... District of Columbia.
F. A. Hopkins [8] ..... District of Columbia.
Miss W. C. Hartman [4] ..... District of Columbia.
Geo. T. Hinton [2] ..... New York.
E. B. Jones [8] ..... Indiana.
A. Klakring [2,8] ..... District of Columbia.
J. A. Kennicutt ..... District of Columbia.
G. W. Knopf [2,6] ..... District of Columbia.
J. S. Latimer [8] ..... District of Columbia.
E. L. Lemerle [8] ..... District of Columbia.
P. E. Lewis ..... District of Columbia.
R. E. Lewis [2,8] ..... District of Columbia.
G. C. Loomis [1,5] ..... West Virginia.
R. H. McKee [8] ..... District of Columbia.
Miss Maggie Maher [4] ..... District of Columbia.
Jas. A. Maher [2,4,9] ..... District of Columbia.
J. Marron [2,8] ..... District of Columbia.
W. B. Marye [2,6] ..... District of Columbia.
T. Z. Maguire [6] ..... District of Columbia.
D. T. Maring [2,4] ..... District of Columbia.
A. E. Merlin [8] ..... District of Columbia.
R. D. Meston [2] ..... District of Columbia.
R. McC. Michler [8] ..... District of Columbia.

S. C. MILLER [5] ..... Minnesota.
C. MINDELEFF [1] ..... District of Columbia.
V. MINDELEFF [1] ..... District of Columbia.
J. H. MITCHELL [1,2,3,4] ..... District of Columbia.
W. F. MOLLOY [8] ..... District of Columbia.
J. A. MORAN [4,8] ..... District of Columbia.
J. T. MORROW ..... District of Columbia.
H. MUNROE ..... Florida.
S. B. NICHOLS [1] ..... District of Columbia.
HARRY NEWCOMB ..... Michigan.
GEO. T. POHLERS [2,8] ..... District of Columbia.
C. P. RANDALL ..... Illinois.
MISS G. RAVENBURG [4] ..... District of Columbia.
L. C. RINES ..... District of Columbia.
MISS F. M. ROACH [3] ..... District of Columbia.
E. C. ROBINSON [2] ..... District of Columbia.
H. P. SANDERS ..... District of Columbia.
W. R. SCHOLL [2,3,4,8] ..... District of Columbia.
R. SEYBOTH [9] ..... District of Columbia.
L. W. SHAW ..... District of Columbia.
THOMAS W. SIDWELL [5] ..... District of Columbia.
J. E. SMITH [3,4] ..... District of Columbia.
E. SPEIDEN [5] ..... District of Columbia.
P. STANSBURY ..... District of Columbia.
E. E. STORCH ..... District of Columbia.
MISS M. THATCHER [8] ..... District of Columbia.
L. L. THOMPSON [8] ..... Colorado.
S. O. TINGLEY [2,4,8] ..... Massachusetts.
R. M. TOWSON [8] ..... District of Columbia.
E. A. TRESCOTT [2,4,8,9] ..... District of Columbia.
E. M. WADE [5] ..... Georgia.
B. L. WALKER [2,8] ..... District of Columbia.
RICHARD WALLACH [1,2,4,5] ..... District of Columbia.
G. A. WARREN [2] ..... District of Columbia.
B. C. WASHINGTON [8] ..... West Virginia.
J. H. WALTER [1,3,4] ..... Virginia.
G. L. WHEELOCK ..... New York.
MISS F. S. WILSON [8] ..... District of Columbia.
M. J. WRIGHT [2,8,9] ..... District of Columbia.

STUDENTS IN SCIENCE AND TECHNOLOGY 126

NOTE.—Students without numerals suffixed to their names are pursuing a General Course of Studies leading to a full degree. Students with numerals suffixed to their names are pursuing studies according to the following notation: 1, English; 2, Mathematics; 3, French; 4, German; 5, Analytical Chemistry; 6, Physics; 7, Assaying; 8, Drawing; 9, General Chemistry.

CATALOGUE

OF

THE COLUMBIAN COLLEGE

PREPARATORY SCHOOL,

WASHINGTON, D. C.,

FOR THE ACADEMIC YEAR 1884-'85.

WASHINGTON:
RUFUS H. DARBY, PRINTER.
1885.

CATALOGUE

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THE PREPARATORY SCHOOL.

CORPS OF INSTRUCTION.

ANDREW P. MONTAGUE, A. M., Principal, Instructor in Greek, Latin and English.

THE REV. SAMUEL M. SHUTE, D. D., Instructor in Rhetoric.

J. HOWARD GORE, B. S., Instructor in Mathematics.

ANTHONY H. JANUS, Instructor in French.

HOWARD L. HODGKINS, A. M., Instructor in Mathematics, Physics and History.

LEE D. LODGE, Assistant Instructor in English and Greek.

EDWARD ROOME, Assistant Instructor in English and Latin.

JAMES CORRIDON, Instructor in Penmanship and Book-keeping.

DESIGN.

The Preparatory School of the Columbian College was established for the purpose of giving a thorough preparation for College, or the technical school, and of fitting boys for the higher pursuits of business. In its new building, in its grades of study, and in its general management, the Authorities and the Instructors have kept steadily in view the growth of the National Capital and the progress of education in our country. While the School is divided into four grades, the greatest freedom is exercised in classifying pupils in accordance with their previous training and natural aptitudes.

Very many of the boys of our city are compelled to forego a college education and to prepare themselves to enter at once some of the many avenues of self-support on leaving the school. This fact has been carefully considered, and a High School course so arranged as to assist those who take it in making the best use of the time at their disposal.

While the general principles of Natural Science are taught to the whole School, special aid is given to those who show a fondness for certain branches and wish to pursue them thoroughly.

DISCIPLINE.

The School is conducted on Christian principles, both in its discipline and in its teaching; but no instruction is given and no influence exerted in favor of any peculiar denominational tenets.

The government of the School in all its details is so administered as to banish ignoble incentives and to make its pupils self-reliant gentlemen. The motives which actuate honorable business men are inculcated, and the greatest freedom allowed to individual action which is consistent with healthy discipline and self-respect. The fact is never lost sight of, that habits of accuracy, industry, and perseverance, acquired in youth, are the best security for success in manhood. Even in the award of premiums the reward of diligence and energy is the motive, and not the excitement of envy through personal contest.

In addition to daily recitations, an examination is held at the end of each term on all the studies of that term.

The graded scale of merit used in the School ranges from 0 to 10, and each student must reach the grade of 7 in order to be advanced with his class.

The progress of the scholar is stimulated by daily records, by monthly and term reports to parents, by promotions in his class, and by prizes.

SCHEME OF STUDIES IN THE PREPARATORY SCHOOL.

First Year: Fourth Class.

Reading.—Swinton's Fifth Reader.
Spelling.—Worcester's New Pronouncing Speller.
Arithmetic.—Thomson's New Practical.
Geography.—Swinton's Complete Course.
History.—Anderson's Grammar School United States.
Grammar.—Kerl's "Language Lessons," and letter-writing.
Latin.—Chase and Stuart's First Latin Book and Latin Reader.
Declamation, Composition.
Penmanship, Map Drawing.

Second Year: Third Class.

Reading.—Selections from current literature.
Grammar.—Kerl's Common School, and essays.
Arithmetic.—Thomson's (completed).
History.—Anderson's England.
Latin.—Chase and Stuart's Grammar and Cæsar; and Bennett's First Latin Exercise Book.
Greek.—Goodwin's Grammar, with White's First Lessons.
Declamation, Composition.
Penmanship, Spelling.

THIRD YEAR: SECOND CLASS.

Reading.—Macbeth and the Merchant of Venice; Rolfe's or Hudson's.
Grammar.—Kellogg's Text-Book of Rhetoric; studies in figures and poetry.
Arithmetic.—Wentworth and Hill's.
History.—Anderson's New General.
Bookkeeping.—Bryant and Stratton's.
Latin.—Chase and Stuart's Grammar and Cicero's Orations; and Bennett's First Latin Exercise Book.
Greek.—Goodwin's Grammar and Anabasis; White's First Lessons in Greek; and Tyffe's History of Greece.
French.—Oral Instruction.
Algebra.—Newcomb's.
Penmanship, Spelling.
Declamation, Composition.

FOURTH YEAR: FIRST CLASS.

Reading.—Public Readings from Standard Authors.
Rhetoric.—Hill's Elements (High School Course).
History.—Leighton's Rome, and Smith's Greece.
Latin.—Chase and Stuart's Grammar and Virgil's Æneid; Sallust; and Bennett's First Latin Exercise Book.
Greek.—Keep's Homer's Iliad and Goodwin's Grammar, with Jones' Greek Prose Composition.
French.—Keetel's Collegiate Course.
In the Second Term: Bôcher's Otto's French Reader.
Algebra.—Newcomb's.
Geometry.—Newcomb's.
Physics.—Gage's Elements of Physics.
Chemistry.
Penmanship, Spelling.
Declamation, Composition.
Books of Reference in all the Classes: Worcester's or Webster's Dictionary, Baird's Classical Manual, Bigelow's Handbook of Punctuation, and Ginn and Heath's Classical Atlas.

CALENDAR.

1885. Sept. 1–8.—Examination of new scholars.

Sept. 9.—The First Term commences.

Sept. 14.—Regular Marks begin.

Oct. 12.—First Monthly Report rendered.

Nov. 9.—Second Monthly Report rendered.

Nov. 26.—Thanksgiving Day—holiday.

Dec. 7.—Third Monthly Report rendered.

Dec. 25. } Christmas Holidays.
1886. Jan. 3. }

Jan. 18.—Fourth Monthly Report rendered.

Jan. 22–30.—Intermediate Examination.

Feb. 1.—Marks of Second Term begin.

Feb. 22.—Washington's Birthday—holiday.

March 1.—Fifth Monthly Report rendered.

March 29.—Sixth Monthly Report rendered.

Apr. 23–26.—Good Friday and Easter Monday holidays.

May 3.—Seventh Monthly Report rendered.

May 31.—Eighth Monthly Report rendered.

June 1–9.—Final Examination.

June 11.—Public Closing Exercises.

The School hours are from 9 o'clock A. M. to 2 P. M.

The hours for the reception of new scholars and the private instruction of those needing it are daily (except Saturday), from 2 to 3.30 P. M.

At the September examinations, from the 1st to the 9th, new pupils will be received at the school building, 1335 H street, from 9 A. M to 3 P. M.

EXPENSES.

For the Scholastic Year, including all expenses..... $80 00

All bills must be paid in advance, at the beginning of each term, to the Treasurer of the Corporation, Robert C. Fox, LL.D., at his office in the Corcoran Building, corner of Fifteenth street and Pennsylvania avenue, or to Professor Samuel M. Shute, the financial agent of the School.

HONOR LIST OF THE PREPARATORY SCHOOL.

Session 1883–'84.

CERTIFICATES AND PRIZES.

For High Grade of Scholarship.

First Class.—First Prize, William H. Wilson.
Second Prize, Charles W. D. Ashley.
Second Class.—First Prize, F. Howard Seely.
Second Prizes, Delano Ames and Arnold H. Hord.
Third Class.—First Prize, Angelo Hall.
Second Prize, Tileston F. Chambers.
Fourth Class.—First Prize, Percival Hall.
Second Prize, Jay H. Sypher, Jr.

The Montague Gold Medal in Latin:
William H. Wilson.

The Special Gold Medal in Greek:
William H. Wilson.

The Janus Gold Medal in French:
Charles B. Wellborn.

The Mason Gold Medal in Penmanship:
John M. Ingersoll.

The Fox Gold Medal in Declamation:
Herbert H. Pattee.

Honorable Mention in Declamation:
Charles W. D. Ashley.

Hermesian Society Gold Medals:

Best Debater.—Thomas B. Anderson.
Best Editor.—Herbert H. Pattee.

Gold Medals for Punctuality and Deportment:

Three Years.—Arthur S. Mattingly.
Two Years.—Benjamin Ames, Delano Ames, F. Howard Seely, Ernest G. Thompson, R. S. W. Wood, Jr.
One Year.—John W. Avery, Angelo Hall, Percival Hall, Arnold H. Hord, William T. Hord, Jr., John M. Ingersoll, Laurence V. D. Mills, Frank S. Reid, Allan E. Wilson.

Certificates of Graduation:

To the Freshman Class.—C. W. D. Ashley, Arthur S. Mattingly, Ernest G. Thompson, William H. Wilson.

To Special Schools.—Thomas B. Anderson, George W. Corey, Jr., Frank P Cranford, Arthur C. Meriam, Basil N. Ricketts, Charles G. Wellborn.

Honorable Mention for an Average above 90:

Delano Ames, Charles W. D. Ashley, Allen T. Bacon, S. Howard Bacon, William O. Beall, Tileston F. Chambers, E. Leckie Eustaphieve, Angelo Hall, Percival Hall, Arnold H. Hord, William T. Hord, Jr., John M. Ingersoll, Harry B. Mason, Francis M. Phillips, Herbert H. Pattee, Frank S. Reid, F. Howard Seely, Jay H. Sypher, Jr., Ernest G. Thompson, Charles B. Wellborn, William H. Wilson, R. S. W. Wood, Jr.

STUDENTS IN THE PREPARATORY SCHOOL.

Name.	*Class.*	*Residence.*
Benjamin Ames	Second	Washington, D. C.
Delano Ames	First	Washington, D. C.
M. Percy Andrews	Third	Washington, D. C.
Bailey K. Ashford	Fourth	Washington, D. C.
John W. Avery	Second	Alexandria, Va.
William W. Ayres	First	Washington, D. C.
Allan T. Bacon	First	Washington, D. C.
S. Howard Bacon	First	Washington, D. C.
Charles M. Baker	Third	Washington, D. C.
Joseph S. Barbour	Second	Washington, D. C.
William O. Beall	Second	Washington, D. C.
Fred. A. Bickford	Fourth	Washington, D. C.
Franchot H. Boyd	Third	Washington, D. C.
Andrew Y. Bradley	Fourth	Washington, D. C.
Benjamin H. Brewster, Jr	Fourth	Philadelphia, Pa.
Harry B. Burch	Second	Washington, D. C.
J. C. Kennedy Campbell	Third	Washington, D. C.
Robert B. Caverly	Third	Washington, D. C.
Tileston F. Chambers	Second	Washington, D. C.
John Chester	First	Washington, D. C.
Eugene S. Cochran	Second	Washington, D. C.
Samuel J. Cockerille	Second	Washington, D. C.
Arthur Cranston	Third	Washington, D. C.
William E. Crist	Second	Washington, D. C.
F. Stuart Davidge	Fourth	Washington, D. C.
William F. Davidge	Fourth	Washington, D. C.
Fritz von Entress	Fourth	Washington, D. C.
Oscar von Entress	Fourth	Washington, D. C.
A. Campbell Eustaphieve	Third	Washington, D. C.
E. Leckie Eustaphieve	Third	Washington, D. C.
George B. Fife	First	Washington, D. C.
Henry H. Freeman	Fourth	Washington, D. C.
Seinosuke Fukuda	Second	Tokio, Japan.
Geo. G. Getty	First	Wheaton, Md.
Harry C. Given	Fourth	Washington, D. C.
Albert E. S. Greene	Fourth	Washington, D. C.
William Grier	Fourth	Washington, D. C.
Leonard C. Gunnell	Third	Georgetown, D. C.
Angelo Hall	Second	Georgetown, D. C.

Name.	*Class.*	*Residence.*
Percival Hall	Third.	Georgetown, D. C.
A. Hamilton	Second	Washington, D. C.
H. George Heitmüller	Third.	Washington, D. C.
William H. Hitz	Fourth	Washington, D. C.
Noel C. M. Home	Third	London, England.
Arnold H. Hord	First	Georgetown, D. C.
William T. Hord, Jr	Second	Georgetown, D. C.
Thomas B. Huyck	Fourth	Washington, D. C.
John M. Ingersoll	Second	Washington, D. C.
Charles P. Kindleberger	Second	Washington, D. C.
M. Marshall Langhorne,	Fourth	Lynchburgh, Va.
Judson D. Lincoln	First	Washington, D. C.
Horace G. Macfarland	Third	Washington, D. C.
Charles A. McKenney	Second	Washington, D. C.
Arthur H. MacKie	Third	Mt. Savage, Md.
Felix R. McManus	Fourth	Washington, D. C.
J. Douglass McPherson, Jr	Third	Georgetown, D. C.
Harry K. Mannakee	Second	Knowles Station, Md.
Harry B. Mason	First	Washington, D. C.
H. Clay Merrill	Second	Washington, D. C.
Laurence V. D. Mills	Third	Washington, D. C.
William A. Mills	Third	Washington, D. C.
Albert L. Moore	Second	Washington, D. C.
Irvin B. Moulton	First	Washington, D. C.
Edwin Nauck	First	Washington, D. C.
Herbert H. Pattee	First	Washington, D. C.
Franklin M. Patterson	Third	Washington, D. C.
Francis M. Phillips	Third	Washington, D. C.
Hermann Poeshe	Fourth	Washington, D. C.
Anthony Ray	Second	Forest Glen, Md.
John W. Riley	Third	Georgetown, D. C.
Wilbour H. Roberts	Third	Washington, D. C.
Charles S. Rogers	Third	Washington, D. C.
Howard C. Russell	First	Washington, D. C.
Pitt A. Saum	Third	Washington, D. C.
William D. Searle	Second	Washington, D. C.
F. Howard Seely	First	Washington, D. C.
James M. Spear	Third	Washington, D. C.
Paul A. Steele	Second	Washington, D. C.
George Steiger	Second	Washington, D. C.
Oliver A. T. Swaine	First	Washington, D. C.
Jay H. Sypher, Jr	Third	Washington, D. C.
Frederick Talty	Second	Washington, D. C.
Leroy M. Taylor, Jr	Second	Washington, D. C.

Name.	*Class.*	*Residence.*
John F. Truesdell	Fourth	Washington, D. C.
Jay Z. Tucker	Second	Washington, D. C.
Alpheus W. Weaver	Second	Washington, D. C.
Van Wyck Weaver	Second	Washington, D. C.
Richard H. Willett, Jr.	Third	Washington, D. C.
Allan E. Wilson	First	Georgetown, D. C.
James W. Young	Fourth	Washington, D. C.
John Zug	First	Prince George Co., Md.

STUDENTS IN PREPARATORY SCHOOL..... 91.

ADDRESS

BY

HON. JOHN W. POWELL, LL.D.,

DELIVERED AT THE INAUGURATION

OF THE

Corcoran School of Science and Arts

IN THE

COLUMBIAN UNIVERSITY,

WASHINGTON, D. C.,

October 1, 1884.

WASHINGTON, D. C.
GIBSON BROTHERS, PRINTERS.
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HON. JOHN W. POWELL, LL.D.

A school for instruction in science and arts is now established at the seat of government of the United States. Throughout the country, schools of high grade, endowed by public or private funds, are vigorously growing and rapidly multiplying. In the organization and administration of these institutions, it is discovered that diverse principles underlie the theories of instruction adopted by them.

What should be the course of instruction at our higher seats of learning, is one of the pending questions in relation to the progress of modern culture, and it is receiving especial attention at the present time from a large body of the scholars of the country. In the discussion of the subject very diverse views are expressed.

The general course of study adopted by the schools of modern civilization is rapidly changing. It is nowhere the same now that it was many years ago, but the change is much more marked in some schools than in others. The fact that such a revolution is in progress implies two fundamentally distinct theories of education, the one existing in the past, the other urged by reformers. At the founding of a school of science and arts it will properly be assumed that a course of training in modern science and its applications will be adopted. On the present occasion it will be appropriate to set forth the reasons for organizing such a school, and for selecting the course of study which its name implies. I shall first try to show what the two theories of education are, by briefly explaining their origin, and then defend the establishment of a school of science and arts.

It has been abundantly proved by modern science that in remote antiquity the whole habitable earth was occupied by tribes of men living in savagery, with arts so rude that they were dependent for subsistence upon the spontaneous products of the earth. For shelter they were dependent upon caves, rocks, and forests; for clothing, upon the skins of beasts—in fact, to a large extent they were naked. Like their arts, their social institutions were but slightly developed, and only rudimentary languages were spoken.

From that condition to the present highest civilization existing in Europe and America the way of human progress has been long. This way is the course of culture, and the degree of culture existing among a people is represented by the progress it has made toward the highest civilization.

Let us look yet farther into this use of the word "culture." All human activities may be classed in five great departments—arts, institutions, languages, philosophies, and intellections. These are the true humanities, for by their development man is distinguished from the brute. This development is culture. A state of culture is therefore determined by the condition of the arts, the form of the institutions, the development of the language, the characteristics of the philosophy, and the methods of intellection existing among a given people—the progress it has made in the humanities.

Two of the fundamental epochs in the course of culture must be explained in order that this subject may be clearly understood. The first marks the transition from barbarism to ancient civilization; the second marks the transition from ancient to modern civilization.

Under ancient barbaric culture there were many tribal villages on the shores of the Mediterranean, and in the adjacent country in southern Europe, western Asia, and northern Africa. In a general way, it may be said that each village had a language of its own and governmental institutions of its own, though sometimes there was a group of tribal villages having a common language and a common government. Each village was a body of kindred, and the institutional bond by which it was held together was a tissue whose warp was made of streams of kindred blood and whose woof was made of marriage ties.

Now, when kinship institutions were transformed into national

institutions, when tribes were united into nations, civilization was born; and it happened in this wise: The people who lived in the barbaric villages of the Mediterranean lands discovered metallurgic processes and acquired the use of iron. By this discovery all their arts, industrial and æsthetic, were eventually transformed.

The most noteworthy development in their industrial arts was in ship-building. This growth of naval architecture led to the navigation of the Mediterranean, and the navigation of the Mediterranean led to a general commerce in the products of labor. Trade was established between these diverse cities. Nature has furnished to the Mediterranean a multitude of quiet harbors, for bays and gulfs indent the land on every side. The sea is a long, straggling zone of water, by which the three grand divisions of the eastern hemisphere are connected, and its gentle waves rocked the cradle of civilization, for with the trade in commodities there sprang up a commerce of ideas. As barbaric villages developed into great cities, forming centers of commerce, statesmen, poets, and philosophers traveled from city to city and from land to land, and exchanged with each other their barbaric knowledge. By the comparison established through the commerce of ideas, the culture of every city came into competition with the culture of every other city, and there was a speedy development of barbarism into civilization.

It would not be possible to set forth the whole of this growth in its multifarious ramifications, but some of its particulars must be mentioned. First, then, the vast development of the arts, and the division of labor resulting therefrom, led to the accumulation of wealth. Much of the product of labor was from year to year left unexpended, and constituted wealth, and, indirectly by labor, value was given to land and became wealth. With this increase in landed and chattel property there grew a knowledge of its power, and for it there speedily resulted a vast competition, which led to wars of conquest on the one hand, and to treaties of alliance for offensive and defensive purposes on the other; and by conquest and alliance tribes were organized into nations. This is the origin of national society, which is the basis of civilization. Civilization was born when the tribal cities of the Mediterranean lands were organized into nations.

When the early nations were organized the ancient cities were

fired with ambition, which was developed in many and diverse ways, one of which is of peculiar interest to us here, namely, the ambition for excellence, which is exhibited in the growth of the æsthetic arts, especially in architecture and sculpture, the highest development of which was reached in Greece, whose temples of architectural grandeur were adorned with sculptures of unsurpassed beauty.

This is the time, also, when literature was born, as represented by history and embodied in poetry. It would take long to tell how the commerce in ideas of that time transformed picture-writing and hieroglyphics into alphabets, how those people came to have written languages; but when alphabets were invented literature was given to the world.

There was one form of this early literature of exceeding interest. Before there is a written language poetry is transmitted by tradition, and the poets teach their verses to their pupils, who in turn become poets. As a poem is transmitted from generation to generation in this manner, it grows; each poet trims away some deformity or adds something of beauty, and a poem thus transmitted through generations comes at last to be a grand work of art.

When written languages were invented this peculiar process of growth was checked, and the great poetic works that existed at that time, inherited from the genius of ancestral poets, were at last recorded in all their beauty and grandeur. This poetry, which constituted a large share of the literature of early civilization, has been brought down to the present time, and its marvelous characteristics still kindle admiration.

Another outgrowth of this early civilization resulted from the comparison of institutions, especially those denominated laws; for the statesmen and philosophers of that day studied the laws of all the cities and nations of that time for the purpose of discovering the fundamental principles of the law. Out of this grand comparative study sprang what is now known to us in Roman law as "the law of nations." By that must not be understood international law, but the body of principles derived from the study of all laws—those principles which are common to the laws of all peoples.

We must look at another great contribution made by this early civilization to the culture of the world. In barbarism all philoso-

phy was mythic; all the phenomena of the universe were explained as the doings of mythic personages—gods and demons. When the scholars of early civilization began their comparison of the philosophies or mythologies of the cities of the Mediterranean lands, the whole subject of philosophy underwent a revolution. The local gods of the tribes were dethroned, and ultimately, though not immediately, monotheism prevailed. But, in the meantime, metaphysic philosophy was invented, and the metaphysic philosophy of the Greeks and the Romans, with varying modifications, has been extended down to the present time.

It were possible to dwell upon many other important particulars of early civilization, but the six great characteristics which we have here set forth must suffice: First, the wonderful development in industrial arts by the discovery of the use of iron, which led to the navigation of the Mediterranean; second, the destruction of kinship society and the organization of national governments; third, the great development of æsthetic arts, especially architecture and sculpture; fourth, the invention of letters and the recording of traditional poetry; fifth, the elaboration of the principles of Roman law; and, sixth, the invention of metaphysic philosophy.

To us who live at the present time, that ancient civilization comes through the literature of Greece and Rome, where the highest civilization was reached; and Greece and Rome stand to us as its embodiment. The people of Greece and Rome were not the ancestors of our people, but the culture of Greece and Rome was in some sense the ancestor of our culture. When the empire of Rome was overthrown by our barbaric forefathers, the culture which I have briefly described was trampled under foot; but it was not laid away in a grave; it was planted in a new soil, and it sprang up to a more vigorous growth in western Europe and in America. As we now review the history of the world, it seems to us that the first growth of civilization, though luxuriant and grand, was premature.

When the nations of western Europe were at last established, and the second growth of civilization began, it was not strange that the earlier civilization of Greece and Rome should have been the subject of profound interest. The highest art known to the world was in the ruins of the ancient cities. The sublimest poetry known to the world was immured in the then unknown languages

of ancient Greece and Rome. The study of law and of the principles upon which law is based could be made best through the Latin language, and the highest philosophy that the world had ever known was concealed in those unknown tongues; the languages themselves, though no longer spoken in their ancient form, as they were by the philosophers of Greece and the statesmen of Rome, were literary languages, and still lived in libraries.

Thus it was that the new civilization turned back to Greece and Rome to study art, literature, law, and philosophy. The learning of the world was garnered in the libraries of a departed civilization. In order that the new civilization might reap every advantage possible from the old, it became necessary to study these languages, and the schools of the new civilization were established for this purpose. It was the fundamental theory of their organization that they were to study the languages of Greece and Rome in order that they might understand the civilization of Greece and Rome.

Thus it was that the statesmen, the historians, and the scholars who belonged to our own, the Germanic, branch of the Aryan family, and who developed a new civilization, used to the greatest advantage and to the utmost extent the records of the first civilization of the world. And more than this: for centuries they endeavored to record the philosophy, history, and literature of the new civilization in the language of the old, so that even the learning of our own civilization could be reached only through those languages. It was not strange, therefore, that during this time scholarship implied a thorough knowledge of Greek and Latin.

This knowledge did not make a man a statesman, an historian, or a poet: the languages were but the keys to success.

It thus came about that a knowledge of the classic languages, of the literature embodied in them, and of the philosophy of the ancient people who spoke them, was considered the test of scholarship—to be scholarship itself; and in general the higher schools of the world were organized for classic education.

Modern civilization transcends the ancient, as that was superior to barbarism. The commerce in goods and ideas that wrought the change from barbarism to civilization was carried on by the navigation of the Mediterranean. Modern commerce, by which goods and ideas are exchanged, and from which modern civilization re-

sults, is carried on by the navigation of all the waters of the globe—oceans, seas, lakes, and rivers; and all the lands of the civilized earth are laid with railroads. As modern commerce transcends the ancient, to the same extent modern culture is superior to the ancient.

It may be that the æsthetic art exhibited in the temples of Greece and other Mediterranean countries has not been excelled in modern times. The forms chiseled from the marble by ancient genius may never again be rivaled. But the sphere of architecture has been largely increased. Then, architecture was chiefly expressed in temples; now, æsthetic architecture is expressed in the habitations of men.

In that ancient time painting was yet undeveloped; in modern times the portrait, the historic group, the genre-piece, the landscape—all high art in painting, has been added to æsthetic art.

In that ancient time music was yet undeveloped; since that time the sonata and the symphony have been invented, and all high musical art is the creation of modern civilization. Ancient civilization gave us sculpture and architecture, and modern civilization has added painting and music; and æsthetic art has been carried from the temple to the fireside, and every man's home is adorned with the beauty that gladdens the eye, and rings with music that refines the soul.

In that ancient time the comparative study of institutions was scarcely developed, except in the single department of law. The ancient statesmen did not study by comparative methods the structure of states, nor by any comprehensive system the various forms of government, but they devoted themselves chiefly to the study of the principles of law, and these studies were confined to the legal codes and principles of the Mediterranean cities.

Modern civilization has undertaken the study of the structure of all the states of the globe in past and present times. It has undertaken to study all forms of government, and all laws in all lands and times. Thus, the science of sociology, founded by the Romans in their studies of the laws of nations, has grown until at last it is based upon the experience of all mankind. The materials of modern sociology are not comprehended in two languages only, but in thousands of languages, spoken everywhere—by the civilized man in his city, the Eskimau in his igloo, the Indian in

his wigwam, the African in his hut, and the Australian in his jungle.

The ancient statesmen and sociologists sought to discover the fundamental principles of law by searching for a hypothetic primitive law through a comparison of laws, and were content to find the most ancient and common form and accept it as the wisest and best. The modern sociologist seeks to discover the course of development in the structure of the state, the form of the government, and the principles of law—not that he may go back to the ancient and imperfect, but that he may learn in what direction this development is tending, and how institutions may be improved. He discovers that in ancient institutions principles of justice were largely ignored, and that institutions were organized chiefly to prevent and to end controversy, and that men were struggling for domestic peace with little thought of justice. He discovers how, through the ages, little by little, man has learned that peace can be secured only by the establishment of justice, until at last he has come to consider primarily the justice of institutions—what structure of the state, what form of the government, and what principles of law will best secure justice, will best establish human rights; and he no longer looks into antiquity for human perfection, but he looks into the future of the world's history for the establishment of universal justice, that universal peace may prevail.

Modern civilization differs from the ancient in respect to language. The study of the classic languages as a medium through which the elements of ancient civilization could be reached, tended for a long time to establish an improper estimate of those tongues. Now, under the impulse of modern science, many languages have been studied and compared, and the science of philology has been founded, and by its founding a juster estimate of Greek and Latin has been reached. Modern philology abundantly shows that they were but the languages of the earliest civilization, scarcely superior to barbaric tongues, except that they had alphabets. The elaborate system of inflection by which they were encumbered is found to be the characteristic of most languages in late barbarism and early civilization, and it is found that for the expression of thought the simple and direct grammatic methods of the three great languages of modern civilization—English, French, and German—are immeasurably superior to them.

We may rightly laud the skill with which those ancient mariners trimmed their sails to the winds that carried their ships from shore to shore, but such praise would not imply that we should abandon steam navigation. So we may laud the ingenious grammatic devices of ancient languages, but who would make Greek the vernacular of civilization?

If the languages of our civilization were destroyed, and we were compelled to express ourselves in Greek, so much time would be absorbed in linguistic effort that other elements of modern culture would wane. The culture of the present would not be possible with the language of Greece or of Rome.

But if modern civilization is superior to the ancient in arts, institutions, and languages, it is in like degree superior in its philosophy. The philosophy of any people is composed of the body of its opinions. These opinions relate to the origin and constitution of the universe—to the heavenly bodies and their phenomena; to the earth, with its seas and currents and rivers; to the land, with its geologic formations, mountains, and valleys; to the atmosphere, with its winds and storms, its thunders, lightnings, and rainbows; to all plants and animals in the sea and on the land; and to man himself, with his arts, institutions, languages, philosophies, and intellections.

The opinions of the ancients in respect to all of these things were at best crude and in the main false. Scientific philosophy, and especially the scientific philosophy of the last century, has revolutionized all human opinion on all subjects of opinion embraced in philosophy.

Then the sky was a group of crystalline, encapsulated spheres enclosing the earth; now the heavens extend beyond the Pleiades into infinite space, through which the worlds revolve. Then the earth was a shore to the Mediterranean; now the earth is a globe with oceans and continents. Then the winds were confined in caves, and carried about in sacks, and sent abroad over the earth at the bidding of gods and demons; now the whole round earth is encompassed with an atmosphere. Then the rainbow was a messenger for the gods; now the rainbow is the analysis of white light into its constituent colors. Then the volcano was a chimney over the subterranean forge of a god; now a volcano is a vent for molten rock pressed from the interior of the earth by subsiding

lands. Then there were four elements—earth, air, fire, and water; now the earth itself is composed of more than threescore elements, and air and water have been analyzed, and fire is molecular motion.

Thus, the whole body of philosophy has been transformed. But the mythic philosophy which we have thus described was inherited by early civilization from antecedent barbarism. That peculiar philosophy which characterized early civilization was the philosophy of metaphysics—a philosophy of formulated words barren of ideas, the vanity of which has but lately dawned upon mankind.

We do not turn now to the study of the philosophies of Greece and Rome for the purpose of learning truth that we may embrace it, for we know that those ancient philosophies did not teach the truth. A naturalist studies the bird, the fish, the reptile, and the insect, not for the purpose of gaining a knowledge of their modes of life in order that he may imitate them; he does not expect to find the functions of life performed by them in a manner superior to those performed by himself; but he studies them in order that he may gather up the links in the chain of living beings. He studies them as a part of natural history. So we no longer study the philosophy of Greece or of Rome that it may become our philosophy, but that we may use it in constructing a history of philosophy, that we may explain how man's opinions have grown, how philosophies have been developed from the lowest savagery to the highest civilization.

All of that development which separates ancient from modern civilization, and which is expressed in arts, institutions, languages, and philosophies, has its counterpart in the development of intellections. There has been a growth in psychic operations—perception and reasoning. The growth in perception is partly due to the invention of instruments of research, such as the telescope, the microscope, the balance, the crucible, the spectroscope, and a multitude of scientific appliances. By these the range of man's perception has been enlarged. But the most important development in this direction is the differentiation of actual perception from imagination or subjective perception. Now let this be understood. Our medicine men tell us that our sensuous perceptions may be subjective. A man may have a disease of the eye, by reason of which he may believe that he sees forms floating in

the air, which really do not exist. The relations between his perceptive and his reasoning faculties may be so disarranged by alcohol that he believes he sees beasts, rats, and serpents run and crawl about him, which in fact are not there. A man may have a disease of the olfactory nerves, by reason of which he believes that he smells disgusting things, which indeed have no existence. He may have a disease of the gustatory nerves, and believe that he tastes abominable things, which in fact have no reality. So, by reason of a disease of the ear, he may believe he hears terrible sounds, which in truth are never made.

These subjective diseases are mentioned to lead up to a clearer conception of what is meant by subjective perception. The imagination may invent many things, and these imaginings may take such possession of the mind that their authors may really believe them to be observed facts. This subjective perception exists all through savagery and barbarism, and on through civilization. In early times the sighing of the pines and the groaning of the oaks were interpreted as voices. Men believed that they saw ghosts and could hear them talk. All sorts of subjective observation were believed to be true perceptions. This habit yet lingers in later civilization, but it was universal in the earlier. Men had not yet learned to differentiate what was thought or imagined from what they actually saw, and large classes of human imaginings were believed to be observed facts. But steadily, with the growth of scientific culture, imaginings are discriminated from perceptions, and men are coming more and more to know what is actually observed.

This growth in perception and in the differentiation of perception from imagination is accompanied by a corresponding growth in methods of reasoning. Reasoning is classification, and is good or bad as classification is good or bad. When the child believes literally that a star is a jewel, he classifies diamonds and stars in the same category, and his reasoning is bad because his classification is bad; it rests upon a superficial analogy instead of upon a true homology.

During the last two thousand years what a change has been wrought in the classification of the phenomena of the universe! And all this change represents a corresponding change in the methods of reasoning. Reasoning has grown from a basis of superficial analogies to a basis of true homologies.

We see more than the ancients. We more thoroughly distinguish between the things we see and the things we imagine, and we reason more truthfully.

It has been shown that the culture of modern civilization is superior to that of ancient civilization in all of the five fundamental parts of culture; that is, in arts, institutions, languages, philosophies, and intellections—in all the humanities. We would not exchange our architecture, sculpture, painting, and music, and all the adornments of modern life, for ancient architecture and sculpture, any more than we would exchange steam for canvas. We would not exchange our form of government for that of the ancient city or of the Roman Empire. We would not exchange our laws for Roman laws, our philosophy for Grecian philosophy, our mental activities for their mental activities. There is little then existing that we may now properly adopt. Ancient civilization is not a light in the harbor towards which we steer; it is a beacon upon a rock which we must avoid.

And now, to what end is all this characterization and comparison of ancient and modern civilizations but to the evident conclusion that modern education should be adapted to the culture of modern times.

Let us now consider the adjustment of the educational institutions of civilization to the changed conditions so briefly and inadequately set forth. The great scholars who have had charge of the colleges and universities throughout Europe and America have not failed to discover the changed condition, and they have, to a greater or less extent, appreciated the fact that ancient learning has been compelled to pass the test of modern investigation, and that, in passing this test, much of what was the wisdom of that time has become the folly of the present, and that but a small residuum remains to which we may yet hold fast.

Recognizing this fact, especially during the past half dozen decades, educational systems have been changed—more here, less there—but everywhere reformed and adjusted to the needs of the culture of the times.

Some of the schools have changed but slightly, and are making the necessary transformations slowly and painfully, while others have fully grasped the situation and generously provided for the new wants.

While thus, by varying degrees, higher education has been changed to the new condition, it is interesting to note the methods by which this change has been wrought.

First, then, the schools of higher grade have slightly or largely modified their courses of study by introducing into their catalogue of requirements elementary studies in scientific philosophy, especially in chemistry, physics, and geology; and, second, they have provided optional courses of study for those who wish to devote themselves solely to scientific philosophy.

But the new want has been met by a third method of great importance. The classic languages have ceased to be taught as if they were to be used as linguistic arts, by which the literature of philosophy was to be explored, and gradually the fact is recognized that there is a science of language, and these languages are more and more taught by philologic or scientific methods; further, the course of linguistic training involved in the study of the classic languages has been transformed into a highway of history, along which the student travels and gathers in his progress the most important results of modern historic research.

Again, there is a tendency, at least among many of the younger schools and a few of the older and powerful institutions, to fully recognize the changed condition of affairs, and to provide adequate means for instruction in modern scientific philosophy, and to hold out to the young men engaged in these studies all honors and emoluments as inducements to effort.

The establishment of a school of science and arts at the capital of the nation, through the munificence of Washington's venerable philanthropist, is a landmark in the progress of culture and the history of education, and shows that the demands of modern culture are fully recognized.

Let us briefly glance at some of the characteristics of this new education.

Scientific education is catholic; it embraces the whole field of human learning. No student can master all knowledge in the short years of his academic life, but a young man of ability and industry may reasonably hope to master the outlines of science, obtain a deep insight into the methods of scientific research, and at the same time secure an initiation into some one of the departments of science, in such a manner that he may fully appreciate

the multitude of facts upon which scientific conclusions rest, and be prepared to enter the field of scientific research himself and make additions to the sum of human knowledge. Honest investigation is but the application of common-sense to the solution of the unknown. Science does not wait on genius, but is the companion of industry. Under the régime of the elder education, the larger number of those who prepared themselves to be scholars by acquiring the languages in which scholarship was embodied, never passed beyond the portal to knowledge, but speedily fell back into the ranks of the unlearned. Only the few went on to explore the fields open before them; *many were called, but few were chosen.* Scientific education takes men at once into the very midst of the new philosophy.

There is no calling in life to which a cultured man may properly aspire in which a scientific training is not essential to success. This cannot here be fully set forth, but some illustration may be given. If the scholar would devote himself to law—law itself is now a science, and in the application of the principles of law to facts as they exist in modern civilization, a general knowledge of the facts which constitute the body of science is essential. In the east some of the greatest lawyers of the land are to-day engaged in gigantic litigation relating to the invention of the telephone, and in the far west other great lawyers are engaged in litigation relating to mines, which involve the facts and principles of geology. On every hand are kindred illustrations.

But there is a line of facts in the history of law which peculiarly illustrates this proposition. In savagery and in barbarism despotism is not highly developed. The greatest despotisms of the world were established in early civilization. In the main these despotisms were established on four fundamental ideas: first, there was property in man; second, tenure to land was feudal; third, the king was the fountain of justice; fourth, facts were established by compurgation. The last is of interest here.

In early civilization there were no proper legal methods by which to determine the facts involved in legal controversy, and when courts were convened and juries organized the facts were to be obtained from the averments of the interested parties, and no system of assembling evidence by witnesses, as now known in our courts, then existed. The parties to litigation, civil or criminal,

made their statements and substantiated them by compurgators. Every man in an ancient community was supposed to have his friends who would vouch for the truth of his statements, and he stood best before the courts whose vouching friends or compurgators were the most influential. No device for the establishment of despotism and wrong has ever been more efficient than the system of compurgation.

In modern legal practice all this has been changed, and the law of evidence has been vastly developed, until it constitutes one of the most important departments of law; and to-day, in the hearing of cases, the larger share of the time is devoted to the establishment of the facts, and the greatest skill of attorneys is exercised in this branch of the case; and every great lawyer and jurist now understands that it is easier to grasp the principles of the law than to reach the facts which should guide in their application. Thus it is that a knowledge of the facts and the principles of science is essential to him who would be successful as advocate or as judge.

Perhaps the student aspires to be an historian. In the past, history has been devoted chiefly to the exploits of heroes and the story of wars; but history is now being speedily reorganized and rewritten upon a scientific basis, to exhibit the growth of culture in all its grand departments. History itself is now a science, and is no longer an art in which men may exploit in rhetorical paragraphs.

In many ways and on every hand it can be shown that scientific education furnishes the training that is needed for life in modern civilization.

I refrain from alluding to the relations of such a school to the stupendous industrial accomplishments of modern civilization, and to the training demanded thereby; first, because that field has already been well cultivated; and, second, because it has been lately assumed that scientific education is wholly utilitarian. It is true that all utilitarian training is scientific, but that is not the only characteristic of scientific training—it is catholic, it is universal.

Scientific education gives the highest mental training; scientific education means a training in modern scientific culture. What this culture is, has already been outlined. It is the product of all the mental endeavor of the race to which we belong. This

struggle for improvement, this grand endeavor to secure happiness through human activities, which have been defined as the humanities, began in remote antiquity. Where our race lived in savagery, we know not. All we know is that at some time and in some place our ancestors were savages. In Asia and in Europe and in Africa this struggle was continued. Slowly and painfully, with many misfortunes and many reversions, the Aryan race has steadily moved forward in the march of culture, and every branch of the race has contributed its part. Every great artisan and artist, every great statesman, every great linguist, every great philosopher, every great thinker in all that time, has contributed his part; and, more than this, our race has borrowed from the other races of the world everything which they could contribute worthy of our acceptance.

Modern culture, therefore, stands as the product of all mental endeavor for all time. It may then be safely assumed that the study of that which has made civilization, and *is* civilization in its highest form, and which is the result of all the training of all the world, must itself furnish the best subject-matter for training that human ingenuity can devise.

Scientific education is æsthetic training. To purblind ignorance the beauties of the world are dimly seen, but the glory of the universe is revealed by science. Classic poetry was the best literary product of its time, because it was informed by the philosophy of its time. Its philosophy was chiefly mythology, and the characters of ancient poetry are mythic heroes and gods. So the highest literature of the new civilization must be informed by its highest philosophy; it must be instinct with that knowledge of the universe which is now the glory of the scholars of the world. The splendors of the heavens and the earth, as known to modern science, have put in eclipse the dull glories of ancient mythology.

Scientific education is a training in mental integrity. All along the history of culture from savagery to modern civilization men have imagined what ought to be, and then have tried to prove it true. This is the very spirit of metaphysic philosophy. When the imagination is not disciplined by unrelenting facts, it invents falsehood, and when error has thus been invented, the heavens and the earth are ransacked for its proof. Most of the literature of the past is a vast assemblage of arguments in support of error.

In science nothing can be permanently accepted but that which is true, and whatever is accepted as true is challenged again and again. It is an axiom in science that no truth can be so sacred that it may not be questioned. When that which has been accepted as true has the least doubt thrown upon it, scientific men at once re-examine the subject. No opinion is sacred. "It ought to be" is never heard in scientific circles. "It seems to be" and "we think it is" is the modest language of scientific literature.

In science all apparently conflicting facts are marshaled, all doubts are weighed, all sources of error are examined, and the most refined determination is given with the "probable error." A guard is set upon the bias of enthusiasm, the bias of previous statement, and the bias of hoped-for discovery, that they may not lead astray. So, while scientific research is a training in observation and reasoning, it is also a training in integrity.

Scientific training is an education in charity. Sympathy for the suffering of others is at the basis of eleemosynary charity, and it has grown with the development of social interdependence. The charity that was born in the family in primitive times, with the growth of the tribe into the nation has developed into national charity, and finally, in modern civilization, it has become the great principle of philanthropy. Now the sufferings of all mankind touch the hearts of all men. If a tornado destroys a village, the whole world tenders alms; if a party of heroes are starving in the ice-fields of the north, their sufferings kindle sympathy in the heart of every civilized man.

But there is a charity unknown to tribal society, and little known in early civilization—a charity born of knowledge, a charity kindled in the hearts of men by science. It is charity for men's opinions—philosophic charity. In all the past, he whose opinions were not in conformity with current beliefs was held to be depraved, and hemlock was his portion, or fagots were used for his purification.

It has at last been discovered that the world has always been full of error, and we are beginning to appreciate how man has struggled through the ages from error to error toward the truth. We now know that false opinions are begotten of ignorance, and in the light of universal truth all men are ignorant, and as the scholar discovers how little of the vast realm of knowledge he

has conquered he grows in philosophic charity for others. The history of the world is replete with illustrations to the effect that the greater the ignorance the greater the abomination of unconforming opinions, and the greater the knowledge the greater the charity for dissenting opinions.

Eleemosynary charity is sweet and beautiful; philosophic charity is grand and noble.

And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing.

Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up,

Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil;

Rejoiceth not in iniquity, but rejoiceth in the truth; * * *

And now abideth faith, hope, charity, these three; but the greatest of these is CHARITY.

The Columbian University,

WASHINGTON, *Sept. 29, 1884.*

The public exercises connected with the opening of the "CORCORAN SCHOOL OF SCIENCE AND ARTS" will take place in the Law Lecture-Hall of the new University Building, southeast corner of 15th and H Streets, on Wednesday, October 1st, at 8 o'clock P. M.

The Inaugural Address will be delivered by the HON. JOHN W. POWELL, LL. D., Director of the U. S. Geological Survey.

You are respectfully invited to be present.

JAMES C. WELLING,

President, &c.

ADDRESS

OF

SOLICITOR-GENERAL PHILLIPS,

AT THE

INSTALLATION OF THE LAW SCHOOL

OF

THE COLUMBIAN UNIVERSITY,

IN

THE NEW LECTURE HALL,

October 8, 1884.

(PRINTED BY THE UNIVERSITY.)

WASHINGTON, D. C.
1884.

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ADDRESS.

Mr. President and Gentlemen:

Suffer me to preface what I shall have to say this evening by an expression of thanks for being bidden to this professional festival.

I trust that in throwing open these doors you also open a new era for this Institution, and I may say especially for this Law School: one that shall fully respond to your wise oversight, to the unquestioned merit of its instructors, and that generous observance and dutiful exertion which may well be anticipated in the many students who shall hereafter frequent this hall.

Upon coming to Washington, some twelve years since, I was told that the house just removed to make way for this had shortly before been the residence of a daughter of the late Judge Gaston, of North Carolina. In a city of strangers, I thereupon began to regard it as wearing the face of a friend; and I now propose this connection betwixt the name of a celebrated American jurist and public man, and the present ceremony as, however casual, still altogether auspicious to the present occasion.

At the time that I first looked to the law as a profession the Supreme Court of North Carolina was at zenith, being composed of Ruffin, Gaston, and Daniel: a triad which not only settled for our State the most important questions of law that have occurred therein, but is happy in a full tribute of regard rendered to its judgments by the American bar and bench at large.

I shall now say of Ruffin no more than that he has made contributions to American law that generally are admitted to be of rare

value, and in this way has much advanced the general welfare of American society—more I think than any other citizen of our State, of whatever calling: and so he will be longer held in memory, if not *general*, yet a memory as grateful to him in whatever prospect of it he may have indulged, as it is select.

Nor does opportunity allow me to say much of DANIEL, of whose transparent simplicity and humanity anecdotes sometimes enliven the North Carolina bar: how for instance, upon one occasion he became absorbed in minutely instructing a grand jury in one of our swamp counties upon an obscure historical topic connected with feudal England; and also how, being marshal of the procession when General Lafayette revisited the Revolutionary borough of Halifax,—riding at its head, and pained to observe that the ladies at the windows in their eagerness for a glimpse of the French hero were omitting to wave handkerchiefs, as had been assigned to their share in the simple welcome, he cried aloud repeatedly, with hasty gesticulation, "*Flirt, Ladies, Flirt! Flirt!*"—a solemn order which it is but justice to the daughters of North Carolina to say that they have at no time felt themselves to be under any duty to observe. Traits of character thus illustrated of course made Mr. Daniel justly an object of affection; but it is more to our present purpose to repeat that I once heard Mr. Badger pronounce with emphasis that "*he was the best judge of the three;*" mainly, as he added, because his opinions contain all the reasoning that is necessary to their conclusions, *and no more*, these being rarely more than two pages long.

Of the three however, Mr. Gaston's is the name to conjure with in the presence of the authorities of an institution of learning. Fond of the law, well bred and freshly read therein to his latest day, he was also distinctively a classical scholar and man of letters—a forward promoter of higher education, and both a teacher and, upon a wider field, an adviser and inspirer of students of law. Within this month I have seen—what, indeed, is periodical in North Carolina—the republication of a letter, extending through several newspaper columns, written by him to a law student fifty years since. He was said to bestow great pains upon such fugitive matters.

And this recalls my earliest personal recollection of him, delivering the annual address before the students at *Chapel Hill*, at the commencement of 1832. The crowd was too great to admit such as I then was by open methods at the regular entrance, but, being well assisted, I climbed in at a window, and, with the usual luck of an enterprising child, soon found myself in a commanding position within a quarter otherwise exclusively devoted by the gallant marshals of the day to ladies, whence I surveyed the scene with the eager eyes of long ago. Mr. Gaston was speaking; I had no conception what about, but after a short while I did notice with interest that whilst the audience were applauding at the close the speaker somewhat dramatically waved his hand and called upon the band in attendance for "Hail Columbia." Even then I comprehended that much, but it was only after many years more that upon reading the address I saw the pertinence of the speaker's little piece of *acting* before that young and enthusiastic assembly and the many principal citizens of the State then about him. He had thought proper it seems, to occupy the last part of his hour in a spirited attack upon the doctrine of *nullification*, then fermenting beyond our State's southern border, and threatening the common peace and happiness. The choice, too, of "Hail Columbia" rather than "The Star-Spangled Banner" was a bit of good color in a picture having Mr. Gaston as its chief figure. For it was music associated with 1798—a sort of *counter-blast* to the famous Resolutions of that year—rather than music of the war of 1812 that so staunch a Federalist as Mr. Gaston would select to heighten the effect of his own patriotic oratory.

Mr. Gaston resided more than 100 miles (500, of course, of those degenerate miles which flit by travellers now) from Chapel Hill, but he would visit that place in ordinary term time to attend the classes, although without special ties to any student there. I particularly recollect his presence at a six o'clock before-breakfast recitation in the freshman room to which I then belonged. Some years after, being in his presence at Raleigh, my name was called, and he at once said that he had had the pleasure of hearing me recite. It was well perhaps that it was a brother, and not me, whom he had heard.

Mr. Gaston was in Congress for two terms only, seventy years since. I do not characterize that part of his career unduly in suggesting that no man upon that theatre has done more for solid and lasting reputation in so short a time. Making much of the fame which Mr. Webster was then achieving Mr. Ticknor chose to mark it by saying that "with Gaston and Hanson" he stood in the front rank of the then opposition; and I well recollect hearing the brief and impressive words of eulogy in which at Raleigh in 1844, in face of his fellow-citizens there, Mr. Clay referred to this former political opponent, and in measured tones expressed his deep regret that a few weeks before death had put an end to the hopes which he had cherished that in visiting North Carolina he should again take his hand.

Mr. Gaston was no doubt a great ornament of that noble brotherhood the American Bar, and thus and otherwise, of our common country.

In stature proportion and carriage, in manner and address, no less than in the more valuable endowment and discipline of the brain and heart, he appeared a gentleman; and inasmuch as no one can entirely escape from the influence of material environment, somewhat a gentleman of north latitude 35° or 36°, and thereabouts! His finely-chiselled features glowed with a benignant serenity. In his intercourse official and other with the poor and the slave he exhibited a temper quickened by that high Roman sentiment, "*Nulla re homines ad deos propius accedant quam salutem hominibus dando.*" *Gliscebat ad libertatem*,—and the judgments of this seer, whilst loyal to the state of things which they were called upon to *declare*, have, as an accompanying *undertone*, a fine spirit of prophecy of the better day which has since arisen in its glory, bringing with it its own startling questions and responsibilities.

Mr. Gaston while yet in the full vigor of his powers turned from the political visions which no doubt attended his earlier life, to engrossing professional occupation and that domestic peace which he was so well fitted both to enjoy and to enhance. It would, gentlemen, have afforded him a most complete satisfaction if he could have anticipated that his chain of title to an introduction, however inadequate, into this cheerful and distin-

guished assembly of younger brethren should be traced through a daughter's home.

His figure may be seen to stand out upon the background of North Carolina best when I add that, although he professed and practised the ancient faiths, both in politics and in religion—being staunchly a Federalist and firmly a Catholic—he was appreciated, beloved, and revered by his plainer fellow-citizens throughout the State, although the great body of these at an early day conformed to Mr. Jefferson, and also although at the last census there were of them only some 3,000 Catholics out of a total population of 1,400,000—a proportion at that probably greater than in the days of Mr. Gaston.

If in thus giving way to associations heretofore casually formed with this corner upon your streets I have counted too much upon the toleration, not to say relish, which an assembly mostly professional has for anecdotes of those who at any place and time have at once both owed and given fame to that profession, I will fall back for pardon upon your allowance for a natural desire in me to vouch a North Carolinian to countenance the unpretending remarks with which you have no doubt laid your account in calling me to this part.

Amongst the various notable steps which during the past twenty years this city has taken in the improvement of its exterior and interior life, I am sure that thoughtful persons, *even* although not lawyers, will assign an important place to the establishment of its law schools. Within that time Washington has to the eye been slipping the bud of its earlier metropolitan life in ways manifold and quite enchanting. Its streets and squares demand each day fresh tributes of admiration to the foresight and breadth of view of its first engineer, and no less to the consummate judgment and resolution of its founder in long ago accepting for his own great name the responsibility of giving scope and effect in a matter of great delicacy and importance to the designs of an unfriended foreigner; this signal combination, after the lapse and changes of three generations, having produced or inspired upon behalf of

the public results which, whilst every way important, are in point of beauty quite marvelous. Nor can we forget that the circumstance that these results are before *our* eyes, in place of having been reserved for eyes in the year 2000, is due to the recent conjuncture of an exceptional period in the history of this city and of the opportune appearance of a private citizen possessing uncommon ability special qualifications and rare nerve. To this it is due that the national spirit and enthusiam which elsewhere are improving the whole continent may *this day* in proper proportion be seen here as well, and that the inspiration which is creating an air of convenience and elegance in the general attire of the Republic has happily *fixed a gem upon its bosom.*

Welcome however as these evidences of prosperity public spirit and taste may be, it is to be admitted that they are not among the highest adornments of such a community. The sentiment towards the Republic—*esto perpetua!*—reveals itself in practice very much by interest in the welfare of the next generation of citizens, leaving to these in turn the duty of hereafter again handing down the torch. It was so in the breast which with us is the ideal abode of wise patriotism. "*George Washington of Mount Vernon, a citizen of the United States, and lately President of the same,*" as in the first line of his will he simply and strikingly describes himself, devoted a principal part of that will to an expression of his wish that a UNIVERSITY [in capital letters] should be established in this District, and bequeathed a large sum for that end, premising that, "as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed or they had imbibed any adequate ideas of the happiness of their own, contracting too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government and to the true and genuine liberties of mankind, which thereafter are rarely overcome; for these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away local attachments and State prejudices, as far as the nature of things would, or indeed ought, to admit, from our national councils."

I do not propose to enter into a general discourse upon this text. As such, no doubt it has often been *improved* in this city. In mode of thought and form of expression the passage is easily identified as a true fragment from that *rock in place*, the mind and manner of Washington. Nor can I forbear to advert to its thorough poise, evidenced, as by a vernier, in the phrase "or indeed ought" in connection with the "local attachments and State prejudices" which he wishes "done away from our national councils."

Mr. Washington never reared a boy of his own, and may therefore be excused for thinking that the average parent in the land would greedily catch at such *assistance* in a task of that sort as might be had by sending a boy at about sixteen years of age, a thousand miles from home into a metropolitan city. Exceptions to this rule there are, and in several valuable institutions here have been proved to be, and I apprehend that these may become more and more numerous as the years roll around. But they may always fall short of the special purpose of the paragraph just read. In the meantime, the growing needs of this city for its own young point to a fifty-fold increase over the numbers now pursuing in its colleges the more advanced academical studies.

Waiving, however, farther discussion regarding the unmissing link betwixt young boys and old Adam, I wish to say that everything promises that a generation, some of whom as we have seen have realized Mr. Washington's views as to the exterior of this city, will also in other persons promote and develop his idea of a university, *so far as an older and riper class of the young are concerned*, a class therefore more susceptible to the higher influences peculiar to this city—those higher influences which Mr. Washington desired to operate—after their return home, in "spreading systematic ideas through all parts of this rising empire;" *systematic ideas which*, to quote again, *are, however, to do away local attachments and State prejudices no farther than they ought.*

Without suggesting that any part of his programme is impracticable, I say that I cannot imagine why this one is not entirely feasible, and, indeed, at the present moment, bright with hope.

In point of fact, gentlemen, there seems to be a vast and constantly retreating horizon upon this part of the scene.

You may have little idea how widely you have thrown open these doors to students in the higher courses of science, and to those who shall be preparing for some liberal profession.

The devotees of natural and abstract science are, as we know, always *young*. They are a class of *boys* which a city cannot pervert. It is mere commonplace that throughout his eighty years Newton had been only a child upon a summer outing at a beach of shells and pebbles. We ourselves have been privileged often to look into the open and innocent face of Henry; and the ingenuous and promising countenance of young Newcomb is still upon our streets. This sort of the ever young more and more are making this city a place of concourse. It will easily become for them progressively one of sojourn and of abode.

This however for earlier classes in science, has within a few days been already authoritatively announced in this very place, and even inaugurated. More then were superfluous at present.

In the Middle Ages it was somewhat *de rigueur* for medical schools to flourish at the same places with those of law. There has always been a strong fellow feeling betwixt these professions, meeting, as it is said they do, in the homes and business and pockets of all men; and if it shall turn out, as it ought, that the successful schools of medicine now here located are to develop to the measure of their great worth in the glowing future just upon us, this will be no more than according to the omens. No one enjoys the spectacle of high health more thoroughly than your true physician, especially when called in to see it; and if a sight of physical health be denied him, when liberally bred or inspired he might not regard as entirely a Barmecide feast the near inspection of the working of healthy political organs, or even exhilaration superinduced on contemplating rare and wonderful municipal beauty. To so much at least beyond what is elsewhere, this city invites all American aspirants to the wide usefulness, rare confidences, responsibilities, and triumphs of our sister profession.

"Viewed in the light of these suggestions," as a venerable tribunal often has it, I come to the very point of this discourse,—the special share that students of law have in the oracle from

Mount Vernon, uttered in the last century, and just repeated in your hearing. The development of that topic is so obvious that it might well be closed up in a "Circumspice!" Before you are Vulcans, Fires and Forges, at work and in blast, renewing and improving the panoply of American liberty, according to the patterns of a supreme law of the land! The atmosphere of this place, as becomes its relation to a Government which aims to substitute law for personal will, is distinctly *legal*. A suitable analysis of it will probably indicate a larger percentage of that tonic element than can be found of help to health of body in the mineral waters of Saratoga, Wisconsin, or Virginia, or in the ozone of upland air in Minnesota or Colorado, or of Southern mountains and pine-scented forests.

Doubtless then, in analogy with these delicate but powerful forces, this metropolitan atmosphere will go far to assist professional digestion, and thus to produce or renew after its kind most excellent legal nerve and muscle. It is true that sound professional food must also be plentifully taken. No place or person can dispense with that. No other advantage can supply the place of that, or except in connection with that be *itself* even, or anything but disadvantage! Questions, however, as to the proper place of resort for advanced students must be adjusted in the interest of those who wish to learn. For such as wish to learn law I can conceive of no place with greater claims than the City of Washington.

Cicero sent his son *to Athens* to study *philosophy*, not only, as he wrote to him, on account of the supreme authority of Cratippus, then teaching there, but as well for the supreme authority *of the city*, the former being fitted, he said, to develop the student in point of theory, the latter *by example;* abundare oportet, propter summam et doctoris auctoritatem et urbis, quorum alter te scientia augere potest, altera exemplis! Such was the opinion of that eminent lawyer when *sighting back*, as surveyors do, in the interest of a son, from his own high station to what he thought had or might have caused himself more to *abound* in his own studious youth. Such too, in point of principle, as I suppose, must be the judgment of the prudent in our profession at this day, *i. e.*, "*put case*," a conjunction of a legal Athens and a Cratippus; *that* must be a conjunction most favorable for students of

law. No question emerges to-night as to the existence here of Cratippus, or, indeed, of more than one. The public has a definite conviction as to the power of the instructors in this school *scientia augere*. What I may call attention to is that there should reasonably be no less as to auctoritatem urbis, *exemplis*. Our urbs, no doubt, is young. That of which Cicero wrote displayed the *exempla* of five centuries. Ours, however, easily serves the present turn. No urbs or polis or place of concourse of men—quocumque nomine vocata—can for this purpose outvie its brief career. What it may lack in professional pleasures of memory it more than supplies in the pleasures of hope; behind us a lofty legal retrospect, and a loftier legal prospect in front. I pass out of this city of public buildings, parks, and broad avenues into that ideal urbs and polis for which it stands, and in which, as young Cicero could see Socrates and Plato still walking in the ways of Athenian philosophy, so our young student may have under his very eye MARSHALL and TANEY, adjusting, *ex cathedra*, the nice balance of a liberty and business which at their touch vibrated from sea to sea, or pacing with reverend form and ready courtesy, in plain apparel, streets thronged with loving and grateful fellow-citizens. Here also he will see The Two Houses still, and still to be, at work pioneering at the pro tempore termination of that road upon which passes—and more and more is to pass—so much of human freedom and happiness; whilst, devoted to the same end THE GREAT NINE BRETHREN are in view perfecting with refined instruments of precision "Commerce;"—or in other words a continental and world-wide traffic and intercourse of men. In another part of the urbs is the sight of that more modern machinery, by which the United States allow themselves to be instructed and coerced through their own tribunals,—and in still another, that venerable and more familiar combination by which the justice of the nation in local matters comes home to the bosom of this municipality.

I will not continue the mere catalogue of your riches in *exempla*. I cannot forbear, however, to specify one more to which, in my own person I find that older, and therefore presume that younger, lawyers respond. This is the field of fame of WEBSTER, PINKNEY, JONES, WIRT, EWING, and CURTIS, and here they still sweep on in sceptered pall; and here we ourselves have seen BARTLETT and CAMPBELL marshalling a train of contemporary sages and orators,—some of whom, alas! have recently fallen asleep.

But I may not spare to introduce at this table the customary Egyptian guest. I repeat to the student that, notwithstanding all this, as young Cicero was also in his time duly warned,—perinde erit ut acceperis, these advantages will turn out for you as you shall have made them turn out! I remember that Lord Brougham, in addressing the under-graduates at Glasgow, was willing to compromise for only *one* of them, to pursue a path of high public service which he then eloquently pointed out; and I will not easily forget that a venerable North Carolina Doctor of Divinity, erst of Connecticut, beneath the shadow of whose presence I passed my early years, when moved by some persistent disorder at recitation, enfiladed the class with "Ah, gentlemen, it takes all sorts of men to make a world, and the most of *you* are here only to support the college, so that a few of you may get an education." And even young Cicero did not meet his father's wishes, being, so far as labors of his own go, known to us only as having been able to take down his six bottles of wine at one sitting; *a tortious* abundantia for which he was no doubt indebted to the more congenial lords of misrule *in Rome*. Notwithstanding all this, such advantages in the end, and for the many, "appear in their likeness," to employ a quaint phrase, for which *Sanders* quotes *Bacon* as to that rather nebulous legal entity, "The Use under the Statute I, Rich. III;" as appears upon page 30 of that exhilarating "Essay."

In thus sketching some of the great advantages of your school, I comfort myself, gentlemen, rustic that I am, by recurring to the "or, indeed, ought" of "George Washington, of Mount Vernon, a citizen of the United States, and lately President of the same." Exceptional as may be the food and the condiments which you have to offer, this "rising empire" in other quarters produces both aliment and stimulant well adapted to the legal children of men. Grow as virtuous as you may in this place, the rest of us shall still have our cakes and ale!

A special advantage to the country from a great school is that, by "spreading systematic ideas," it *raises the average* of the national profession throughout the mass. No exhibition of the physical forces of nature upon this planet has in the story of it more impressed my imagination than that which, upon the west-

ern side of South America, during this century, at a single effort elevated for an average of four feet 100,000 square miles of the solid continent. Whilst some forces, however, do this sort of work, others may project the star y-pointing pinnacles which shoot into the regions of perpetual snow. I bow myself before that which of these sorts of elevation you are to accomplish here for the future of the American profession. Still hereafter, as heretofore, great ornaments of our system of law are to be cut and polished by only partial and irregular methods, amidst rural scenes:

> If a star were confin'd into a tomb,
> Its captive rays must needs burn there;
> But when the hand that lock'd it up gives room,
> 'Twill shine through all the sphere.

Indeed, there is reason to think that such opportunities as are afforded here and there throughout our country, of intimate association with a great lawyer who devotes some substantial even if not large portion of his time to imparting what he knows to a student, are the very best of all. These are rare however; entirely too rare to be compared for general interest and importance with those of a well-manned and ordered law school. *Young lions*, however, are apt to come out of such thickets! The Life of Chief-Justice Parsons is for any member of our profession a most fascinating book. It refers the prodigious stores and powers of that eminent man to his personal intercourse when young with *one* great lawyer, Trowbridge, who having entertained but moderate, if any, sympathy with the Revolution (probably, in that the "books" furnished no good precedent for it) betook himself and his library to a retirement in which Parsons had his company for several years, pursuing in that connection methods of study, by the bye, which were ordinary with students before the invention of printing: for instance, that of a sedulous and infinite use of the pen, in abstracting, making copies, &c. And *I* have revelled in the pleasant picture which a late highly gifted chief-justice of my own State drew in conversation whilst speaking reverently of the days when he read law in Granville county with his predecessor Henderson, the most guileless and genial of men with (perhaps, because of) a mind saturated with common law. In the pleasant afternoons of the early fall season, sixty years

since, Mr. Henderson would fill a long-stemmed pipe with that tobacco since more famous, but even then, like the *port* of Eldon and Stowell, gifted to inspire warm patriotism and develop sound legal thought, and ordering a bear-skin to be spread under the noble trees of am ample yard, lie complacently down, and leaning upon elbow, call a half dozen young fellows then reading law with him to fill their pipes likewise and come around upon the grass. I may defy these halls to order a more inspiring and promising symposium! Two of these contemporary boys afterwards, when I was told the story, were sitting side by side, as they did for many years, upon the bench which their preceptor had once adorned. This *dangerous* process is no doubt still going on here and there over the land, and however as rustic I may be disposed to envy these young fellows their association under STRONG and COX and MAURY and APPLEBY, *and that* in the midst of the examples of this "urbs," my equanimity returns in recollecting that even under this fall's sun *receptions* like those of Henderson to his students, and interviews like those between Trowbridge and young Parsons, may be moulding and inspiring some of the most accomplished advocates and judges of the next age. I repeat that it may be that *an immediate and somewhat informal association* with eminent lawyers willing and able to communicate, affords an opportunity of education for the bar quite unsurpassed by any. As to that but little improvement has been made during the past eighteen centuries upon the method hallowed by Him who in early life chose to sit in the midst of doctors of the law, "both hearing them and *asking them questions*"—a method, too, in the due use of which, as I congratulate the "doctors" now present, it may also be as truly confessed by the most accomplished jurist of to-day as in embalmed words hath been by one of old time—"From the rabbis my masters, I learned much; from the rabbis my associates, I learned more; but I learned most of all from my disciples!"

ADDRESS

OF

THE HON. FRANCIS WHARTON, LL.D.,

SOLICITOR OF THE DEPARTMENT OF STATE,

AND OF

THE HON. WILLIAM STRONG, LL.D.

AT THE

ANNUAL COMMENCEMENT

OF THE

LAW SCHOOL

OF

THE COLUMBIAN UNIVERSITY,

TUESDAY, JUNE 9, 1885.

WASHINGTON:
PRINTED BY THE UNIVERSITY.
1885.

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ADDRESS OF

THE HON. FRANCIS WHARTON, LL. D.,

TO THE GRADUATING CLASS.

The lawyer is, from the nature of things, a law-maker. The bench is rightfully regarded as the immediate power by which the common law is framed. The bench, however, is in several respects the organ of the bar and of law reformers more or less associated with the bar. Lawyers, by exhibiting to the bench the illogical character or bad effects of particular precedents, cause the overruling or modifying of these precedents. But law reform thus operating through the bar is no work of radical destruction. It is simply the adaptation of the law of the past to the conditions of the present. And in performing this task all good lawyers are law reformers, and eminently is this the case in two periods of a lawyer's life: his earlier days, before he is absorbed in practice, and his later days, when he has retired from practice sufficiently to enable him to give time to the consideration of law as a general rule of action instead of law as ruling a concrete case. To lawyers of the first class—lawyers preparing for practice—I now address myself, proposing to suggest certain law reforms they may aid in effecting. It was said by Disraeli that the blunders of young men are better for the country than the prudence of the old. If, for blunders, we substitute enthusiasm, I think this is true; and it is eminently true that, by the enthusiasm of young men, have some of the most important adaptations of law to public conscience and need been wrought. It may not be improper, therefore, for me, in addressing those on whom this work of law-moulding and adaptation will fall, to notice some of the general principles by which they should be guided in this important task. And these principles are as follows:

Laws, to be lasting and beneficial, must rise upward from the people to the law-maker, not descend downward from the law-maker to the people.

No law can be permanently operative or beneficial that is not declaratory of existing conditions.

Adaptation of precedents to new cases must be in submission of these tests, and largely by the instrumentality of a well-ordered bar.

Of these propositions I propose to give the following illustrations:

First may be noticed the rise of equity as a distinct system, and then its subsequent absorption in the common law. The old common law was in full accordance with the genius and the conscience of the people from whom it sprang. It represented, when it took its first shape, the following convictions:

(1) A trial must be limited to a single issue, since the complication attending even the admission of set-offs was inconsistent with trial by jury as it then existed.

(2) In an age in which few persons could write, a seal was the proper mode of giving formal assent to a writing; and it followed that to a seal peculiar sanctity should be ascribed.

(3) Facts in litigation should be proved by disinterested witnesses, they being regarded as independent arbiters.

(4) Wrong could be redressed after its commission; but, for an injury not involving a threatened breach of the peace, no preventive process was recognized, since freedom of action, in all matters not involving a criminal offence, was an instinctive principle of the English people, a principle to be subsequently modified, as we will presently see, only so far as to allow the prevention of irreparable damage to the property or rights of others.

These rules were the emanations of popular conscience and sense of need as existing at the time. But, as the wealth and intelligence of the country increased, and as the capacity both for business and for adjudication increased correspondingly, new remedies were found necessary; and as these remedies could not be applied by common law courts, they were sought for from the sovereign, acting through his chancellor. The chancellor and his successors, sitting in courts of equity, did not undertake to break down the limitations of the common law. They undertook, however, to act on the conscience of litigants so as to prevent them from doing what was inequitable. Thus, following and meeting the points I have just noticed, (1) a party was prevented collecting a debt until he subtracted from it a just set-off; (2) a seal was not allowed, when fraudulently or even inequitably obtained, to defy scrutiny as to consideration; (3) a party's conscience could be probed as to matters within his particular knowledge; and (4) an injunction would be granted to stay waste or injuries for which money would be no reparation. This was the second stage of the development of equity in England and in the English colonies.

The third stage, which was also an emanation of popular conditions, is the fusion of law and equity; in other words, the adoption of distinctive equity principles by common law courts, leaving the issue of special equity writs, such as injunctions, to a common judicature. This fusion was adopted in Pennsylvania, and to some extent by other provinces in this country, before the Revolution, and is now established in England by a statute which is substantially

declaratory of public sentiment. No one of these phases of development is the result of *a priori* speculation. Each is the natural outgrowth of popular conditions. And this illustrates other developments of our law. These successive stages of legal growth may be likened to the successive stages of vegetation, as soil or climate changes. Trees or plants not suited to soil or climate may be put in the ground, but do not grow. On the other hand, soil and climate may bring forth their appropriate vegetation from chance seed.

In the same line may be mentioned the modification, in sympathy with popular conditions, of the juridical view of causation. In old times the effect of spiritual causation was exaggerated, and that of physical causation undervalued. Indictments were held good at common law for killing by the evil eye, or by causing waxen effigies to melt before a slow fire. On the other hand, while killing by an air gun might have been attributed to magic, it would never have been attributed to a projectile propelled by a human hand. Even causation through a chain of negligent agents was discredited. That this, as well as belief in magical causation, is incidental to an early stage in civilization, is illustrated by several stories in the "Arabian Nights." In one of these an old gentleman, who was a hunchback, was dining out, and through the negligence of his host's cook was helped to a piece of fish in which there was a dangerous bone. This he swallowed, was choked, and died. His host was alarmed, the law being, as afterward in England, that he with whom a dead body is found is *prima facie* chargeable with the death; and the body of the hunchback was trundled off surreptitiously to a neighbor's door. The neighbor, No 1, coming out and stumbling over the body, stealthily passed it on to the door of neighbor No. 2, who in the same way transferred the unwelcome deposit to neighbor No. 3. Now, though in the same volume we have numerous cases of injuries inflicted by magic, it is to be noticed that in the hunchback's case there appears to have been no notion that a wrong could be imputed back through a series of innocent agents to the author of the original negligence, or that the death could be chargeable to any other than the person with whom the body was last found. The conditions of society were such, as in all primitive times, that while spiritual causation was assigned a scope unduly great, physical causation was assigned a scope unduly small. The same condition of things existed in early English jurisprudence. A witch could be convicted of killing or wounding by magic; but if by a chain of successive agents, one negligently acting on another, a wrong was done, only the last agent was held culpable.

The first departure from this rule as to negligence was in the famous squib case (Scott *vs.* Shepherd, 2 W. Black, 892), decided in 1772. In this case A threw a squib at B, who tossed it on to C, who then flung it, it being about to explode, at a market place, where it struck and hurt D. Now, the question of the liability of C was properly held to depend upon whether he had tossed the squib on

convulsively, to avoid it exploding on his person, or negligently, so as to make him the starting point of a new line of culpability, he being liable in the latter case, but not in the former. This distinction is now, in submission to the common-sense view of the community in the present conditions of civilization, formulated in the rule that causal relationship, in cases of negligence, may be broken by the interposition of an intelligent agent giving a new turn to the current, but that it is not broken by the interposition of an irresponsible person, whose interposition the original starter of the wrong ought to have expected, or of a person acting unconsciously, or in fright, under the same conditions. Such a rule was not even conceived of in the hunchback's case. It was certainly not expressed in the squib case, yet it exists now as one of the emanations of the civilization of our day. The same may be said of the expansion of the limits of malicious causation. In old times it was held that there could be no conviction of killing unless the death and the wounding occurred in the same county, and it was also held, down to the last few years, that to make co-principalship in a crime there must be actual presence at the spot of its commission. Signals, steam engines, telegraphs, and telephones, by dissolving the old limitations as to space, have, without legislation, abrogated this law. An explosive package sent from New York to San Francisco makes the sender liable, according to the now prevalent opinion, in either jurisdiction; and it has been lately properly held in Nevada that an accomplice, who, on a mountain peak, directed his associates, ten miles off in another county, how to rob a coach, is a principal in the crime. And so it is with lesser offenses. A letter containing false pretenses passes from country to country in the same way as does an electric spark through an insulated wire; and from the very fact of such insulation the author of the letter, in the eye of the present law, is regarded as talking face to face with the sendee, and is subject to process in either country. The facilities of recent days for the insulated transmission of intelligence, and even of goods from country to country, have substantially done away with the old common law distinctions between local and transitory actions, and are now leading to the abandonment of the old common law rule that crime must be tried in the place where the accused was at the time present. So it is that common law jurisprudence conforms itself, quietly and instinctively, in this as in other relations, to the popular conception of what is right and is required by the conditions of the times.

The features of declaratoriness, and of responsiveness to popular conscience and genius, which are incident to all permanent and beneficial laws, are singularly conspicuous in the Constitution of the United States. It may be recollected that from Burke sprang the maxim that no law is effective unless it is declaratory, and that Burke and Fox, at a time when their sentiments on the French revolution widely diverged, united in saying that it was *a priori* impos-

sible that any one of the constitutions adopted by France during the revolution should succeed. Mr. Burke treated them with the greatest contempt as the speculations of conceited theorists, and Mr. Fox, as Sir Robert Adair tells us, refused even to read them, on the ground that they were as unreal as bubbles. Why was it, then, that these eminent statesmen should, while thus speaking, have accepted the Constitution of the United States as a monument of political wisdom? It is simply because they regarded the French constitutions as papers conceived and imposed on the people by doctrinaire philosophers, while the Constitution of the United States sprang from the genius and conscience of the people themselves, moulded by their environments. Those who concocted the French constitutions were intelligent, but vain and unpractical men, seeking to distinguish themselves by inventing new theories, full of clamorous talk, desirous, not of permitting settled and mature public sentiment to express itself through them, but of impressing their own fantastic and ephemeral speculations on public sentiment. The framers of the Constitution of the United States, on the other hand, were grave and in the main silent men—Washington, who possessed the finest combination of moral and political qualities ever known, and who presided in the convention, not speaking at all, and Franklin, its shrewdest politician, speaking but little; the members of the convention, as a whole, bearing themselves as men on whom was imposed the duty of giving utterance to a message coming up from the people at large, a message whose very latency added to its solemnity. To transfer from another topic Emerson's striking metaphor—

"They builded better than they knew."

The real architect was the people, not the majority of the people of the then present, but the concurrent people that had been, and were to come. And this was not by the stress of a blind fate. There was, as Franklin, by no means oversuperstitious, said, a wise and a good Providence, by whom the political disposition of the country was directed; but this Providence acted through a solemn, though in some respects inarticulate, public sentiment; of which public sentiment the framers of the Constitution were oracles. But it does not follow from this that they were always fully acquainted with the message they uttered.

The plan, as a whole, of the structure they were working on, like that of the original architect of the Cologne Cathedral, may have been hidden out of sight. Those who were employed in shaping the details of the structure may not have comprehended its future splendor and sublimity as a whole. It is not strange, therefore, that they should not have been aware of the full, intensive meaning of certain words they used, or of the power with which public sentiment would afterward charge terms which they regarded as merely formal, or even as restraining such sentiment. I shall

not pause to notice how this was the case with the word "electors," in the clause providing for the election of the President of the United States, so that it is the people of the United States voting in States who really choose the President, and not a body of unchecked referees, as the framers of the Constitution intended. I turn from this to notice the way in which other phrases have exhibited an intensive meaning unsuspected when they were adopted. "Congress has power to establish post-offices and post-roads." Those who penned these words had in their minds a few modest rooms in the larger cities and villages in which the mail was deposited, and the country roads over which it was carried at not very close intervals in saddle-bags or in stages jolting along at four miles an hour. They had no conception of immense marble buildings, which were to be the post-offices of the present day. There were only seventy-five post-offices in 1790, no one of them having more than one or two rooms in a building itself plain and small; in 1885 there are upward of 50,000, some of them of as colossal grandeur as the most magnificent palaces of Europe. In 1799 the revenue from the department was $37,000; in 1884 it was nearly $50,000,000. In 1790 the post-roads were 1,875 miles in length; in 1885 over 400,000 miles. In 1790 these roads were of the natural soil, made none the less rugged, at least in the warmer months, by a sprinkling of stones; in 1885 they are iron or steel rails uniting oceans on a continent, or they are lines of steamship transit uniting continents to oceans. So again as to the clause sanctioning the admission of new States. Those who penned this clause had in view Vermont, then not either a State or a Territory, but a domain which, when it was cast off by New York and New Hampshire, would be as foreign as Texas at the time of its admission. But, advancing through the gates opened to receive Vermont, and availing themselves of the right thus given, were afterward to be seen a procession of future sovereign States then unknown. First arrive Louisiana as the leader in this stately train, bearing the device of a pelican. emblem of the Mississippi river, wasting itself in alluvial terraces from which rice and sugar are to spring; and Florida, pointing on her shield to an Indian scattering flowers, while by the palm tree on the river's bank comes up a boat, prophetic of the numerous travellers, who, in after days, are to seek those balmy shores; and then, after a group of western and northwestern States, Texas, with the lone star on her brow, and the dates, in themselves histories, of 1836, 1845, and 1870; and California, who shows, as she comes up, the tracery on her escutcheon of a sceptre stretched over mines with boundless wealth, and harvests of unmatched rarity and luxuriance, and the golden gates of a harbor of surpassing beauty and convenience having an ocean almost to itself. These and other majestic forms, sovereigns, yet associated under a supreme head in a common empire, the prophetic instinct of the people might have seen approaching through the portals which seemed to

some of those who constructed them open only for Vermont; yet who is there who is familiar with the people of the United States but must feel that expansion to the gulf and to the Pacific was their destiny and their purpose? The penmen of the Constitution "builded better than they knew." They introduced words permitting this extension, though had most of them been asked as to it they would have answered that it was too great and complex a territory for any one confederacy to control. And yet, with all this elasticity of the Constitution, and with the marvellous growth which has taken place under it, it must be remembered that the equipoise of the relations of States to Federal Government, and of the three departments of the Federal Government to each other, remains unchanged. The Federal executive still bears the old relation to Congress and to the judiciary; the province of Congress remains in its old bounds; the judiciary, which it was feared would be the weakest of the three, occupies in majestic simplicity the full prerogatives of a co-ordinate power. Nor, even after the strain of a civil war, has there been any abrogation of the sovereignty of the States, but the amendments to the Constitution which specify new exceptions from State sovereignty, by these very exceptions, strengthen the argument for that sovereignty in its own range. In other words, the development of which I speak is intensive, not extensive; is vertical, not lateral. The mine of each sovereignty or department has been quarried deeper and deeper, so as to bring out its own wealth, but not sideways, so as to encroach on others.

The same latency, yet limitation of development, may be noticed in the fourteenth and fifteenth amendments to the Constitution. The primary and immediate effect of these amendments was to guarantee the civil and political rights of the negro race. But their secondary and latent effect is far wider and more momentous. It involves the perpetual enfranchisement, side by side with the land-owners, of the land tillers, and thus, in the community of interests of the class so strengthened, gives the agricultural population in the South political power of which they would otherwise be bereft. And the clause giving "equal protection of the laws to all persons," and precluding the States from depriving "any person of life, liberty, or property without due process of law," removes a great danger to which our institutions were exposed—that of unfair discriminations or usurpations by the legislatures of the States. It will be observed that here there is no power taken from the States and given to the Federal Government. There is undoubtedly power taken from the State legislatures, but it is power handed back to the people of the States. It is virtually the people of the United States saying, through organs little conscious of the full meaning of the words: first, that if there are to be divisions, they are to be the friendly competitions of industries and not the jealous conflicts of race; and, second, that while the relations of States to the Federal Government are to continue unchanged, no State government is to

be permitted to give unfair privileges to particular persons, to take away rights except by due process of law, or to undertake to do for the people that which they can do best for themselves.

The last illustration I have to give of the emanation of law from popular conscience and need may be drawn from international law. Since the fall of the Roman empire international law has gone through and been moulded by three distinct phases of political life. The first phase began when barbarian floods rushed down into the channel filled in part with the then torpid river of the old Roman civilization, resulting in the placing in juxtaposition within the same bank of distinct currents of population with distinct jurisprudences, and consequently distinct conceptions of personal status as to legitimacy, as to marriage, as to parental power, and as to the descent of property after death. As for generations these currents did not mingle—as the barbarian, respecting the higher civilization of the Roman, shrank from subjecting that civilization to his own ruder laws, and as the Roman had not the power of forcing his laws on the barbarian—there sprang up, as a necessary consequence, what was called personal law, which means that the status of individuals is to be determined by the law of their race. The next phase was that of the fusion of these races within territorial bounds, so that race discrimination was effaced, and a general personal status imposed on all residents of the territory of the particular sovereign. The third phase, which is the present, is that of territoriality modified by the necessities arising from that interchange of travel which is an incident of modern civilization—travel not merely for recreation or for pleasure, but for education, for the furtherance of those business extra-territorial interests on which the prosperity of a nation depends as it grows in strength and wealth, as well as in subjection to those political vicissitudes by which exile is sometimes chosen or imposed. From this condition, which, from one or other of these causes, brings many of the most influential, most useful, and most promising citizens of one country from time to time within the territorial limits of other sovereignties, a new and important principle has sprung up. Visitors of this class, no matter how long their visit may continue, while subject to a temporary allegiance to the sovereign of the place of their sojourn, are still governed as to status, if they expect finally to return to their home, by the law of that home. Hence the country from which such a visitor comes, and to which he hopes to return to lay his bones, to whose mould he has adapted his family relations and his estate, by whose laws and usages he expects his family to be governed and his property to descend, is regarded by the law of nations, responding to the instincts of a common humanity, as enveloping him, living or dying, in the shelter of its personal laws. The genius of home, rising above and disregarding, so far as concerns the status of birth, of guardianship, of marriage, and of distribution

of personalty after death, the prescriptions of local laws, thus effaces these prescriptions, in relation to foreign visitors, even by the consent of such local sovereignties themselves. No matter, for instance, how far from its father's domicile in this country may be the place of birth of the child of such a father born to him in a foreign land, the law of nations invests that child with the shelter of the laws of that domicile, and the arm of the Government of the United States will be stretched out to secure for it, insignificant and helpless as it may be, that shelter. No matter how long a time a student, or a business agent domiciled in this country, may live abroad, the same shelter is cast around him by the law of nations as well as by the law of his own country, if to that country he expects to return. No matter how relentless may be the doom under which an exile takes up his abode in a foreign land, yet if he still hopes to return to his old home it is by the law of such home, and not by the law of his place of exile, that his estate devolves when he dies. In the English village of Chiselhurst, for instance, lay a few years since on his deathbed the last emperor of France. He had been born in Paris a king's son and an heir to an empire, but France had banished him and rebanished him, and had at last consigned him to an exile as ignominious as it seemed to be final. A Frenchman by birth and by aspiration, he had, nevertheless, been cosmopolitan in conspiracy, for he had conspired against France when an exile in Europe and against Europe when emperor of France. Yet, conspirator as it was his nature to be, this was always under the shadow of a mysticism which made France at once his home and his hope; and dominant no doubt under the impassive brow of the dying man was the belief that to him or his son the French sceptre would return. But in South Africa, not long afterward, died that son, fighting in a British battle, never having revisited France. "I saw dimly through tears," says Mr. Forbes, "the very last of him. as he lay there dead on the blood-stained sward by the Ityotyski river, with a calm, proud smile on his face, and his body pierced by countless Assegai stabs." But though exiled from France, dying away from France in British service, the son as well as the father looked, dying and living, to France as a home, and took, by the law of nations, their personal status from France. So it was with the Jacobite refugees from England after the revolution of 1688; so it was with the refugees from our own country after the revolution of 1776, and after the late civil war. No matter how despairingly they might have looked forward to a return to the land that had been their domicile, their dying glances sealed it as their own. Virgil thus speaks of this: —

"Cœlumque
Adspicit, et dulces moriens reminiscitur Argos."

"With his last looks to heaven
Were mingled memories of his sweet Argos home."

Hence the country to which their dying as well as their living looks turned, no matter how hopelessly, remained their domicile; its flag overshadowed their coffins, exiles though they were; its laws distributed their effects. This, as to all sojourners whose domicile is in another country, is now the universal rule, no matter what may be the object of their sojourn, or how long it may endure. The rule springs from an instinct of our common humanity by whose stress the sovereigns of civilized lands pay obeisance to the supremacy of home; and when a stranger is within their gates, cover him in the cradle, at the marriage ceremony, and on the dying bed, with the mantle of his home law.

I have thus imperfectly considered how that in municipal law, in constitutional law, and in international law, that which is truly beneficial is merely declaratory, and emanates from the genius and conscience of the people to whom it relates. Of the futility of laws which are not so declaratory we have illustrations in laws fixing prices of goods, whose only effect is to adapt the currency to the price; and in laws prohibiting uses and trusts, which can never, as long as there are daughters to protect or charities to endow, prevent a new form of fiduciary relationship coming in to take the place of the old form proscribed. As illustrating the instinctive and organic way in which a community throws off laws which have ceased to be declaratory of existing conditions and puts on laws which are so declaratory, I might call attention to the fact that the English colonies in this country, when they went into colonial seclusion, had on them the garb of feudalism and chivalry; when they emerged from this seclusion this gorgeous but superannuated attire was dropped, and they reappeared in the sober simplicity suited to a young civilization. They went in decked with the statute *quia emptores*, with the statutes of Edward and Elizabeth proscribing charitable and superstitious usages, with equity assigned a distinct supervisory power, with primogeniture and tenancy in tail and non-liability of real estate for debt, and with livery of seizin. They stepped out of this era of seclusion, as to the proceedings of which we have in this relation no historical details; they stepped out denuded of the statutes *quia emptores* and those proscribing charitable and superstitious usages—denuded, also, most of them, of courts of chancery, and of primogeniture, of tenancy in tail and of livery of seizin; and in their place clothed in a system which worked equity into common law; which reserved no fealty to a lord paramount; which distributed land as well as goods equally among children; which subjected land to debt, and which in place of livery of seizin established recording offices. Now, by whom was this done? Certainly not by either British parliament or sovereign in council, for there is no record of such changes, and such changes they would have abhorred. It was not done, except in a very few instances, by colonial legislation. It was not done by the judges, since judges do not usually take points not pressed on them by counsel, and the colonial judges, appointed

by crown or proprietor, would not have been likely on their own motion to revolutionize the system they were sent to support. But this work of stripping off the old law, which had ceased to be applicable, and putting on the new law, which the conscience and conditions of the people required, was done in the main by the lawyers. The lawyers who led the colonial bar, and who did this work, were, as leaders of the bar usually are, men of integrity, good sense, and intelligence. Even when appearing before royal or proprietary judges, lawyers of this class were not inclined to take points which conflicted with the popular sense of what was right and necessary. It seemed as if when presenting cases, they tacitly assumed that the principles of the old law, which was incompatible with the then condition of things, should be regarded as giving way to principles which were the spontaneous outgrowth of such condition. The transformation, it is true, was the emanation of the community; but the immediate agents in the work were not imperial or colonial legislatures, or royal or colonial judges, but the lawyers of the local bars.

And now let me, in conclusion, say that, while precedents are to be carefully studied as the buoys of jurisprudence, they do not make, but only mark, the current of the law, and that when the current shifts they must be made to shift with it. It follows that while lawyers are to familiarize themselves with precedents, it is also important that they should familiarize themselves with those conditions of popular sense of right and need by which precedents are made, qualified, and set aside.

ADDRESS TO THE PRIZEMEN

BY THE

HON. WILLIAM STRONG, LL. D.

It is a pleasure to me to have been selected, as the organ of the Law Faculty of the Columbian University, to present to the young men who have pursued and finished a course of legal study in the institution the prizes they have won by diligent effort. I have ever felt a peculiar interest in young men—law students—especially in those whose future seemed full of promise, and I have been accustomed to measuse their promise by what they are when they leave the preparatory school and go out to engage in the struggles and rivalries of public life. It is then the stream has chosen its course, and given promise of what its fulness will be. It is then we can with some safety foretell whither that course will lead, whether to success, to honor, and usefulness, or to failure, obscurity, or perhaps contempt.

An old poet has said:

> "Youth, what man's age is like to be, doth show,
> We may our ends from our beginning know."

And it is the young man who has won prizes in his preparatory course of training who, more than others, encourages hope and confidence that during his active life there will be found other prizes which he will win. It is not the intrinsic value of the prize which the University bestows that is most to be regarded. It is what the prize means. It has a voice. It tells of industry, of honest thought, of wise judgment, and a generous ambition to excel. It tells of habits formed, partially or wholly, which, if continued and strengthened, will prove invaluable hereafter. It tells of probable success, of honor and usefulness in the profession you have chosen, and it tells of the respect and esteem of your instructors, of your associates, and of all who know you. It tells, therefore, of a good beginning, and gives promise of what the end shall be. Your career will be watched with interest, not alone by kindred and friends, but by many who know only that in the morning of life you proved that you could excel, and that you then had the mental ability, the industry, the resolution needed, and something of a determined purpose to achieve success.

I congratulate you upon your auspicious beginning, and in common with all your instructors I wish for you large success. You

will find in professional life a struggle calling often for the exertion of all your powers. It is well it should be so. It is a beneficent ordering of Providence, for it is in overcoming difficulties that men grow most in vigor and capability. "Sweet are the uses of adversity." But there are prizes to be won all along the way by those who deserve them—the prize of a good name, the prize of the confidence and respect of the courts in which you may practise, the prize of conscious power and influence, the prize of admiration among associates and rivals at the bar and in the communities where you may live. It is these that constitute largely success in life. Coupled with unimpeachable integrity (which should be every lawyer's panoply, never laid aside), and unspotted morality, these prizes will illuminate your course and insure usefulness, which is the highest gain any life affords.

Let me remind you, however, that in the struggle for these prizes there is one indispensability. Long ago it was said by a wise teacher, "If a man strive for masteries, yet is he not crowned, except he strive lawfully." There is, to some extent, I know, a popular idea that the practice of the law is attended by many temptations to evils. I do not think it is peculiar in that respect. There are, doubtless, temptations to be met with, such as temptations to dishonesty in advising and dealing with clients, in intercourse with opposing counsel, and sometimes to dishonesty with the court. By these some awyers are overcome, and before they are conscious of it they have lost position, influence, and respect. I have known a few such wrecks. Now and then there is a lawyer who attempts to mislead a court by a false citation of authorities. Never afterward does the court repose any confidence in his declarations of fact, or in his statements of what has been decided. Now and then a lawyer is dishonest in his intercourse with his client; it may be in pecuniary transactions, or in giving advice which he knows is unsound, or which he does not know to be sound. Such dishonesty never pays. It speedily brings fearful retributions. Let it be impresssed upon the mind of every young man who enters the legal profession that a very large part of the productive capital of a lawyer is a well-earned reputation for rigid honesty, at all times, everywhere, and in all things.

I have now in my mind's eye a lawyer, not long since deceased, who won prizes in his preparatory course of study, and thereby gave large promise for his future. These promises he amply redeemed. The habits of study he formed, and the love of it he acquired while reaching for the prizes, attended his whole after life. Never relaxing his exertions to enlarge and digest his knowledge; giving to every question presented to him his extremest care; bringing to its consideration an honest judgment; always working up to power; ever open, frank, and candid with court and client; never swerving a hair's breadth from perfect uprightness, he won prizes all along

his life, became a tower of strength and wisdom in the community where he lived, enjoyed through long years the entire confidence of all who knew him, and left a name honored and beloved.

Such, gentlemen, we hope may be your career. The University, while awarding to you these prizes, sends you forth, as her sons, into the higher competitions of life, in the hope that you will win honor for yourselves and honor for your *alma mater*.

CATALOGUE

OF

THE COLUMBIAN COLLEGE

PREPARATORY SCHOOL,

WASHINGTON, D. C.,

FOR THE ACADEMIC YEAR 1884-'85.

WASHINGTON:
RUFUS H. DARBY, PRINTER.
1885.

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THE PREPARATORY SCHOOL.

CORPS OF INSTRUCTION.

ANDREW P. MONTAGUE, A. M., Principal, Instructor in Greek, Latin and English.

THE REV. SAMUEL M. SHUTE, D. D., Instructor in Rhetoric.

J. HOWARD GORE, B. S., Instructor in Mathematics.

ANTHONY H. JANUS, Instructor in French.

HOWARD L. HODGKINS, A. M., Instructor in Mathematics, Physics and History.

LEE D. LODGE, Assistant Instructor in English and Greek.

EDWARD ROOME, Assistant Instructor in English and Latin.

JAMES CORRIDON, Instructor in Penmanship and Book-keeping.

DESIGN.

The Preparatory School of the Columbian College was established for the purpose of giving a thorough preparation for College, or the technical school, and of fitting boys for the higher pursuits of business. In its new building, in its grades of study, and in its general management, the Authorities and the Instructors have kept steadily in view the growth of the National Capital and the progress of education in our country. While the School is divided into four grades, the greatest freedom is exercised in classifying pupils in accordance with their previous training and natural aptitudes.

Very many of the boys of our city are compelled to forego a college education and to prepare themselves to enter at once some of the many avenues of self-support on leaving the school. This fact has been carefully considered, and a High School course so arranged as to assist those who take it in making the best use of the time at their disposal.

While the general principles of Natural Science are taught to the whole School, special aid is given to those who show a fondness for certain branches and wish to pursue them thoroughly.

DISCIPLINE.

The School is conducted on Christian principles, both in its discipline and in its teaching; but no instruction is given and no influence exerted in favor of any peculiar denominational tenets.

The government of the School in all its details is so administered as to banish ignoble incentives and to make its pupils self-reliant gentlemen. The motives which actuate honorable business men are inculcated, and the greatest freedom allowed to individual action which is consistent with healthy discipline and self-respect. The fact is never lost sight of, that habits of accuracy, industry, and perseverance, acquired in youth, are the best security for success in manhood. Even in the award of premiums the reward of diligence and energy is the motive, and not the excitement of envy through personal contest.

In addition to daily recitations, an examination is held at the end of each term on all the studies of that term.

The graded scale of merit used in the School ranges from 0 to 10, and each student must reach the grade of 7 in order to be advanced with his class.

The progress of the scholar is stimulated by daily records, by monthly and term reports to parents, by promotions in his class, and by prizes.

SCHEME OF STUDIES IN THE PREPARATORY SCHOOL.

First Year: Fourth Class.

Reading.—Swinton's Fifth Reader.
Spelling.—Worcester's New Pronouncing Speller.
Arithmetic.—Thomson's New Practical.
Geography.—Swinton's Complete Course.
History.—Anderson's Grammar School United States.
Grammar.—Kerl's "Language Lessons," and letter-writing.
Latin.—Chase and Stuart's First Latin Book and Latin Reader.
Declamation, Composition.
Penmanship, Map Drawing.

Second Year: Third Class.

Reading.—Selections from current literature.
Grammar.—Kerl's Common School, and essays.
Arithmetic.—Thomson's (completed).
History.—Anderson's England.
Latin.—Chase and Stuart's Grammar and Cæsar; and Bennett's First Latin Exercise Book.
Greek.—Goodwin's Grammar, with White's First Lessons.
Declamation, Composition.
Penmanship, Spelling.

Third Year: Second Class.

Reading.—Macbeth and the Merchant of Venice; Rolfe's or Hudson's.
Grammar.—Kellogg's Text-Book of Rhetoric; studies in figures and poetry.
Arithmetic.—Wentworth and Hill's.
History.—Anderson's New General.
Bookkeeping.—Bryant and Stratton's.
Latin.—Chase and Stuart's Grammar and Cicero's Orations; and Bennett's First Latin Exercise Book.
Greek.—Goodwin's Grammar and Anabasis; White's First Lessons in Greek; and Tyffe's History of Greece.
French.—Oral Instruction.
Algebra.—Newcomb's.
Penmanship, Spelling.
Declamation, Composition.

Fourth Year: First Class.

Reading.—Public Readings from Standard Authors.
Rhetoric.—Hill's Elements (High School Course).
History.—Leighton's Rome, and Smith's Greece.
Latin.—Chase and Stuart's Grammar and Virgil's Æneid; Sallust; and Bennett's First Latin Exercise Book.
Greek.—Keep's Homer's Iliad and Goodwin's Grammar, with Jones' Greek Prose Composition.
French.—Keetel's Collegiate Course.
In the Second Term: Bôcher's Otto's French Reader.
Algebra.—Newcomb's.
Geometry.—Newcomb's.
Physics.—Gage's Elements of Physics.
Chemistry.
Penmanship, Spelling.
Declamation, Composition.
Books of Reference in all the Classes: Worcester's or Webster's Dictionary, Baird's Classical Manual, Bigelow's Handbook of Punctuation, and Ginn and Heath's Classical Atlas.

CALENDAR.

1885. Sept. 1–8.—Examination of new scholars.

Sept. 9.—The First Term commences.

Sept. 14.—Regular Marks begin.

Oct. 12.—First Monthly Report rendered.

Nov. 9.—Second Monthly Report rendered.

Nov. 26.—Thanksgiving Day—holiday.

Dec. 7.—Third Monthly Report rendered.

Dec. 25. } Christmas Holidays.
1886. Jan. 3. }

Jan. 18.—Fourth Monthly Report rendered.

Jan. 22–30.—Intermediate Examination.

Feb. 1.—Marks of Second Term begin.

Feb. 22.—Washington's Birthday—holiday.

March 1.—Fifth Monthly Report rendered.

March 29.—Sixth Monthly Report rendered.

Apr. 23–26.—Good Friday and Easter Monday holidays.

May 3.—Seventh Monthly Report rendered.

May 31.—Eighth Monthly Report rendered.

June 1–9.—Final Examination.

June 11.—Public Closing Exercises.

The School hours are from 9 o'clock A. M. to 2 P. M.

The hours for the reception of new scholars and the private instruction of those needing it are daily (except Saturday), from 2 to 3.30 P. M.

At the September examinations, from the 1st to the 9th, new pupils will be received at the school building, 1335 H street, from 9 A. M to 3 P. M.

EXPENSES.

For the Scholastic Year, including all expenses..... ..... $80 00

All bills must be paid in advance, at the beginning of each term, to the Treasurer of the Corporation, Robert C. Fox, LL.D., at his office in the Corcoran Building, corner of Fifteenth street and Pennsylvania avenue, or to Professor Samuel M. Shute, the financial agent of the School.

HONOR LIST OF THE PREPARATORY SCHOOL.

Session 1883–'84.

CERTIFICATES AND PRIZES.

For High Grade of Scholarship.

First Class.—First Prize, William H. Wilson.
Second Prize, Charles W. D. Ashley.
Second Class.—First Prize, F. Howard Seely.
Second Prizes, Delano Ames and Arnold H. Hord.
Third Class.—First Prize, Angelo Hall.
Second Prize, Tileston F. Chambers.
Fourth Class.—First Prize, Percival Hall.
Second Prize, Jay H. Sypher, Jr.

The Montague Gold Medal in Latin:
William H. Wilson.

The Special Gold Medal in Greek:
William H. Wilson.

The Janus Gold Medal in French:
Charles B. Wellborn.

The Mason Gold Medal in Penmanship:
John M. Ingersoll.

The Fox Gold Medal in Declamation:
Herbert H. Pattee.

Honorable Mention in Declamation:
Charles W. D. Ashley.

Hermesian Society Gold Medals:

Best Debater.—Thomas B. Anderson.
Best Editor.—Herbert H. Pattee.

Gold Medals for Punctuality and Deportment:

Three Years.—Arthur S. Mattingly.
Two Years.—Benjamin Ames, Delano Ames, F. Howard Seely, Ernest G. Thompson, R. S. W. Wood, Jr.
One Year.—John W. Avery, Angelo Hall, Percival Hall, Arnold H. Hord, William T. Hord, Jr., John M. Ingersoll, Laurence V. D. Mills, Frank S. Reid, Allan E. Wilson.

Certificates of Graduation:

To the Freshman Class.—C. W. D. Ashley, Arthur S. Mattingly, Ernest G. Thompson, William H. Wilson.

To Special Schools.—Thomas B. Anderson, George W. Corey, Jr., Frank P Cranford, Arthur C. Meriam, Basil N. Ricketts, Charles G. Wellborn.

Honorable Mention for an Average above 90:

Delano Ames, Charles W. D. Ashley, Allen T. Bacon, S. Howard Bacon, William O. Beall, Tileston F. Chambers, E. Leckie Eustaphieve, Angelo Hall, Percival Hall, Arnold H. Hord, William T. Hord, Jr., John M. Ingersoll, Harry B. Mason, Francis M. Phillips, Herbert H. Pattee, Frank S. Reid, F. Howard Seely, Jay H. Sypher. Jr., Ernest G. Thompson, Charles B. Wellborn, William H. Wilson, R. S. W. Wood, Jr.

STUDENTS IN THE PREPARATORY SCHOOL.

Name.	*Class.*	*Residence.*
Benjamin Ames	Second	Washington, D. C.
Delano Ames	First	Washington, D. C.
M. Percy Andrews	Third	Washington, D. C.
Bailey K. Ashford	Fourth	Washington, D. C.
John W. Avery	Second	Alexandria, Va.
William W. Ayres	First	Washington, D. C.
Allan T. Bacon	First	Washington, D. C.
S. Howard Bacon	First	Washington, D. C.
Charles M. Baker	Third	Washington, D. C.
Joseph S. Barbour	Second	Washington, D. C.
William O. Beall	Second	Washington, D. C.
Fred. A. Bickford	Fourth	Washington, D. C.
Franchot H. Boyd	Third	Washington, D. C.
Andrew Y. Bradley	Fourth	Washington, D. C.
Benjamin H. Brewster, Jr	Fourth	Philadelphia, Pa.
Harry B. Burch	Second	Washington, D. C.
J. C. Kennedy Campbell	Third	Washington, D. C.
Robert B. Caverly	Third	Washington, D. C.
Tileston F. Chambers	Second	Washington, D. C.
John Chester	First	Washington, D. C.
Eugene S. Cochran	Second	Washington, D. C.
Samuel J. Cockerille	Second	Washington, D. C.
Arthur Cranston	Third	Washington, D. C.
William E. Crist	Second	Washington, D. C.
F. Stuart Davidge	Fourth	Washington, D. C.
William F. Davidge	Fourth	Washington, D. C.
Fritz von Entress	Fourth	Washington, D. C.
Oscar von Entress	Fourth	Washington, D. C.
A. Campbell Eustaphieve	Third	Washington, D. C.
E. Leckie Eustaphieve	Third	Washington, D. C.
George B. Fife	First	Washington, D. C.
Henry H. Freeman	Fourth	Washington, D. C.
Seinosuke Fukuda	Second	Tokio, Japan.
Geo. G. Getty	First	Wheaton, Md.
Harry C. Given	Fourth	Washington, D. C.
Albert E. S. Greene	Fourth	Washington, D. C.
William Grier	Fourth	Washington, D. C.
Leonard C. Gunnell	Third	Georgetown, D. C.
Angelo Hall	Second	Georgetown, D. C.

Name.	*Class.*	*Residence.*
Percival Hall	Third.	Georgetown, D. C.
A. Hamilton	Second	Washington, D. C.
H. George Heitmüller	Third	Washington, D. C.
William H. Hitz	Fourth	Washington, D. C.
Noel C. M. Home	Third	London, England.
Arnold H. Hord	First	Georgetown, D. C.
William T. Hord, Jr	Second	Georgetown, D. C.
Thomas B. Huyck	Fourth	Washington, D. C.
John M. Ingersoll	Second	Washington, D. C.
Charles P. Kindleberger	Second	Washington, D. C.
M. Marshall Langhorne	Fourth	Lynchburgh, Va.
Judson D. Lincoln	First	Washington, D. C.
Horace G. Macfarland	Third	Washington, D. C.
Charles A. McKenney	Second	Washington, D. C.
Arthur H. MacKie	Third	Mt. Savage, Md.
Felix R. McManus	Fourth	Washington, D. C.
J. Douglass McPherson, Jr	Third	Georgetown, D. C.
Harry K. Mannakee	Second	Knowles Station, Md.
Harry B. Mason	First	Washington, D. C.
H. Clay Merrill	Second	Washington, D. C.
Laurence V. D. Mills	Third	Washington, D. C.
William A. Mills	Third	Washington, D. C.
Albert L. Moore	Second	Washington, D. C.
Irvin B. Moulton	First	Washington, D. C.
Edwin Nauck	First	Washington, D. C.
Herbert H. Pattee	First	Washington, D. C.
Franklin M. Patterson	Third	Washington, D. C.
Francis M. Phillips	Third	Washington, D. C.
Hermann Poeshe	Fourth	Washington, D. C.
Anthony Ray	Second	Forest Glen, Md.
John W. Riley	Third	Georgetown, D. C.
Wilbour H. Roberts	Third	Washington, D. C.
Charles S. Rogers	Third	Washington, D. C.
Howard C. Russell	First	Washington, D. C.
Pitt A. Saum	Third	Washington, D. C.
William D. Searle	Second	Washington, D. C.
F. Howard Seely	First	Washington, D. C.
James M. Spear	Third	Washington, D. C.
Paul A. Steele	Second	Washington, D. C.
George Steiger	Second	Washington, D. C.
Oliver A. T. Swaine	First	Washington, D. C.
Jay H. Sypher, Jr	Third	Washington, D. C.
Frederick Talty	Second	Washington, D. C.
Leroy M. Taylor, Jr	Second	Washington, D. C.

Name.	*Class.*	*Residence.*
John F. Truesdell	Fourth	Washington, D. C.
Jay Z. Tucker	Second	Washington, D. C.
Alpheus W. Weaver	Second	Washington, D. C.
Van Wyck Weaver	Second	Washington, D. C.
Richard H. Willett, Jr.	Third	Washington, D. C.
Allan E. Wilson	First	Georgetown, D. C.
James W. Young	Fourth	Washington, D. C.
John Zug	First	Prince George Co., Md.

STUDENTS IN PREPARATORY SCHOOL..... 91.

TREASURER'S REPORT

ON THE

PROPERTY AND FINANCES

OF THE

COLUMBIAN UNIVERSITY,

FOR THE

YEAR ENDING MAY 31, 1885.

WASHINGTON:
RUFUS H. DARBY, PRINTER
1885.

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ANNUAL REPORT OF THE TREASURER.

To the Overseers and Trustees of the Columbian University:

GENTLEMEN: I have the honor to submit herewith a Report of the financial affairs of the University for the year ending May 31, 1885.

Schedule "A" is a Statement of Receipts and Disbursements.

" "B," Scholarship Funds.

" "C," Corcoran Endowment Fund Investments.

" "D," Miscellaneous Securities.

" "E," Table of Insurance.

All of which is respectfully submitted.

ROBERT C. FOX,

Secretary and Treasurer.

WASHINGTON, D. C., *June* 1, 1885.

SCHEDULE "A."

Statement of Receipts and Disbursements for the year ending May 31, 1885.

ACADEMIC DEPARTMENT.

RECEIPTS:		
Tuition: College	$3,179 98	
Preparatory School	6,443 50	
		$9,623 48
Diplomas		16 00
Rents: "Cutler" House	$600 00	
Trinidad	645 80	
		1,245 80
Real Estate Notes: Interest		204 26
Corcoran Endowment Fund: Interest notes	$195 00	
Interest on United States four per cent. bonds	268 00	
Interest on District of Columbia 3.65 bonds	290 16	
City of Hannibal	58 90	
Cincinnati coupons	2,263 00	
Missouri coupons	1,680 00	
City of Warsaw	12 00	
Quinsigamond Bank	20 00	
Olathe	25 60	
		4,812 66
City of Hannibal bond redeemed		500 00
A. M. Clapp, note of $675, and balance of note, $175, secured on lots 46 and 47 South Grounds		850 00
R. A. Morrison, account his two notes	$68 00	
Balance his two notes, $250 each, secured on lot 48 South Grounds	500 00	
		568 00
Mrs. Elizabeth Lanier Dunn, in full for note due July 27, 1884, secured on College Hill land	$32,500 00	
Interest on same, in full	2,381 50	
		34,881 50
Gen. Wm. McKee Dunn, subscription to equipment of new University Building		1,000 00
Carried forward		$53,701 70

Brought forward		$53,701 70
Subscriptions to equipment of Corcoran Scientific School:		
Hon. J. B. Edmonds	100 00	
W. S. Thompson, M. W. Galt, M. G. Emery, S. Norment, B. P. Snyder and Otis Bigelow, $25.00 each	150 00	
		250 00
Refundment first half tax for 1885 on No. 222 Third Street, same being paid by Mrs. C. B. Cutler, per agreement		113 91
Refundment by Washington Brick Machine Company, first half tax on Trinidad for 1885		392 50
Prof. William Taylor Thom, use of Law Lecture Room		50 00
Transferred from Law Fund		2,892 38
Sale of Trinidad, 152 acres more or less, to the Washington Brick Machine Company for $85,000:		
Cash		13,000 00
Balance in nine annual notes of $8,000 each, dated March 30, 1885, payable on or before maturity with interest @ 5 per cent., per annum, payable quarterly, secured by deed of trust on the premises sold. Coupon notes for interest.		
		$70,400 49

PAYMENTS. *Salaries:*		
J. C. Welling, LL.D., President of the Faculties, in full to March 31, 1885	$3,000 00	
Allowance for house rent, in full to March 31, 1885	600 00	
		3,600 00
Professor A. J. Huntington, in full to May 31, 1885	$1,500 00	
Allowance for house rent, in full to May 31, 1885	300 00	
		1,800 00
Professor S. M. Shute, in full to May 31, 1885	$1,500 00	
Allowance for house rent, in full to May 31, 1885	300 00	
Salary as Secretary of Faculty, Academic Year, 1884–'85	40 00	
Three per cent. commission on collections of $9,058.48	271 75	
		2,111 75
Professor E. T. Fristoe, in full to May 31, 1885	$1,500 00	
Allowance for house rent, in full to May 31, 1885	300 00	
		1,800 00
Professor O. T. Mason, in full to Sept. 30, 1884	$625 00	
Allowance for house rent, in full to Sept. 30, 1884	125 00	
		750 00
Carried forward		$10,061 75

Brought forward		$10,061 75
Professor A. P. Montague, in full to May 31, 1885	$1,374 99	
Allowance for house rent, in full to May 31, 1885	225 00	
		1,599 99
Professor A. H. Janus, in full to March 31, 1885		800 00
Professor J. Howard Gore, in full to May 31, 1885		1,000 00
Professor Howard L. Hodgkins, in full to May 31, 1885		570 83
Edward Roome, Assistant Instructor, in full for session 1884–'85		90 00
James Corridon, Teacher of Penmanship, on account		34 50
Rev. James B. Simmons, D. D., on account salary as agent		374 65
Robt. C. Fox, salary as Sec'y and Treas'r, in full to May 31, 1885		600 00
		$15,131 72

Miscellaneous:

Janitors' Wages:

James A. Washington, in full to May 31, 1885	$360 00	
Frank Butler, in full to May 31, 1885	360 00	
Rickson T. Harris, in full to May 31, 1885	260 00	
Walter L. Lewis, in full to May 31, 1885	247 00	
Daniel Conner, in full to June 15, 1884	2 50	
		$1,229 50

Repairs and Materials:

James Lambie, sundries	16 05	
Notley Anderson, repairs at Preparatory Department	7 00	
Roginski & Lewis, glazing at Preparatory Department	2 00	
N. W. Burchell, sundries	19 46	
E. F. Jones, rebuilding wall in rear of No. 222 Third Street, N. W	75 00	
C. G. Ball & Son, repairs to heating apparatus at University	82 00	
C. G. Ball & Son, repairs to heating apparatus at Preparatory Department	12 00	
Rhodes & Simms, ladder, and repairs to sash at Preparatory Department	3 75	
Dr. James C. Welling, refunded for repairs to President's house	77 00	
		$294 26
Carried forward		$1,523 76

Brought forward		$1,523 76
Sundries:		
Postage and incidentals—Dr. Welling	64 19	
National Safe Deposit Company, year ending July 3, 1885	50 00	
Music for commencements, L. Weber	75 00	
Rent of Lincoln Hall, A. S. Pratt & Sons	72 00	
Incidentals—Professor Mason	13 41	
Hauling objects of art—G. W. Knox	37 00	
Rev. Richard B. Cook, for cut of new University	5 00	
W. C. Hill, rent of Laboratory building, thirteen months, for storage of objects of art	104 00	
Dr. A. F. A. King, for Medical Department, gas, fuel, etc	50 00	
A. P. McElroy, cartage, picture frame and hanging pictures	21 60	
M. Hebner, refreshments for corporation meeting	26 23	
Theodore Felter, refreshments for special meeting	10 00	
Ice—Great Falls Ice Company	16 53	
Wood-cut of new University—H. H. Nichols	17 00	
Cleaning new University building	27 65	
W. B. Moses & Son, cartage of books and desks	13 00	
Hatch Lithographic Company, new check book	14 35	
William Belt, top dressing	6 00	
Tuition refunded William Dinwiddie	27 50	
Tuition refunded R. Henderson	16 65	
		$667 11
Stationery and Printing:		
Judd & Detweiler	$30 00	
R. H. Darby	251 15	
Wm. Ballantyne & Son	43 41	
Gibson Bros	91 45	
		416 01
Diplomas:		
Printing, J. D. Free, Jr	$3 00	
Engrossing, H. C. Spencer	3 00	
Engrossing, E. B. Hay	5 00	
		$11 00
Carried forward		$2,617 88

Brought forward		$2,617 88
Insurance:		
New University	$75 00	
Preparatory Building	22 50	
Cutler House, 222 Third street N. W.	15 00	
		112 50
Advertising:		
Evening Star	$72 32	
Washington Post	61 75	
National Republican	53 10	
Washington Critic	7 50	
The Examiner	18 00	
Religious Herald	5 00	
Baltimore Baptist	5 00	
The Watchman	7 20	
		229 87
Prizes and Premiums:		
Harris & Shafer, medals	$107 50	
M. W. Galt, Bro. & Co., medals 1884	86 00	
		193 50
Fuel: Clark & Given		746 40
Gas: Washington Gas Light Company		454 80
Taxes:		
Second half personal tax for 1884 and penalty.	$12 72	
All of personal tax for 1885	24 00	
First half of 1885 on lots in squares South of 12, 13, 16, 23, W. of 23, 83, 87, 88, 89, and 489, and Res. 10	308 63	
Second half of 1885 on city lots and Law Building	194 72	
First half of 1885 on Trinidad	392 50	
		932 57
Expenses of sale of Trinidad:		
Charles M. Matthews, services	$199 35	
Fitch, Fox & Brown, services in negotiating sale	1,000 00	
Recording deed of trust and acknowledgment	6 25	
Real Estate Title Insurance Company, preparing deed, October 16, 1884	25 00	
		1,230 60
National Savings Bank, interest on loan of $16,000, six months @ 5 per cent., and 6 months @ 6 per cent.		880 00
Riggs & Co., interest on loan of $18,000, one year, @ 5 per cent.		900 00
Louise Home, interest on $4,434.12, for one year, @ 6 per cent		$266 04
Carried forward		$8,564 16

Brought forward		$8,564 16
New University Building:		
Wm. C. Morrison, builder, on account contract	$30,839 00	
Account extra work	1,000 00	
Account extra work in Corcoran School	3,240 75	
Wm. M. Poindexter, architect, on account	1,500 00	
Hayward & Hutchinson, balance plumbing	1,891 95	
Laboratory work	655 94	
C. G. Ball & Son, balance steam heating	2,164 90	
Work in Laboratory Department	227 48	
Wm. M. Poindexter, hardware	500 00	
C. G. Thorn, balance gas-fitting	47 65	
E. F. Brooks, gas fixtures	964 60	
One-half expense of new sewer	181 65	
R. A. Whitehand, numbering rooms	12 00	
C. Schneider, door check and spring	6 75	
Edw. Godey, blackboard materials	40 50	
George C. Maynard, electric bells	33 65	
C. E. Birckhead, shelving in library	400 00	
Joseph Stickell, plaster work in museum	19 80	
M. Hobson, painting blackboard and work in museum	78 75	
Beckham & Middleton, setting iron railing	19 00	
		43,824 37
Furniture for New University Building:		
W. B. Moses & Son, rugs, matting, table, &c	$210 75	
George Ryneal, Jr., lamps	9 05	
J. N. Smith, tables	62 50	
J. Lingenfelter, tables, &c	99 50	
H. O. Towles, chairs and desks	886 50	
Julius Lansburgh, shades, rods, &c	345 95	
		1,614 25
Corcoran Scientific School:		
Adam Weber, furnace, &c.	$883 44	
J. W. Queen & Co., scientific apparatus	4,672 73	
C. A. Schneider's Sons, furnace work	55 10	
Eimer & Amend, assay materials	86 05	
Orr & Hess Machine Co., furnace	375 00	
		5,272 32
		$59,275 10

Law Fund.

Balance per last report, May 31, 1884			$2,892 38
Receipts:			
Tuition: Regular	8,485 00		
Post-Graduate	1,050 00		
		$9,535 00	
Diplomas		162 00	
Rents: Enoch Totten	$300 00		
H. W. Garnett	240 00		
F. T. Browning	180 00		
R. B. Lewis	110 00		
J. E. McNally	110 00		
F. W. Clemons	15 00		
		955 00	
			10,652 00
			$13,544 38
Payments. *Salaries:*			
Prof. Wm. A. Maury, in full to May 31, 1885	$3,000 00		
One-third of $1,050, Post-Graduate	350 00		
			3,350 00
Prof. Walter S. Cox, in full to May 31, 1885			3,000 00
Prof. George F. Appleby, on account			500 00
Hon. William Strong, in full for course			375 00
			$7,225 00
Miscellaneous:			
Janitor: Frank Beckett, in full to May 31, 1885			$360 00
Gas			21 75
Diplomas and Engraving: A. G. Gedney	$108 05		
Engrossing: E. B. Hay	40 50		
Ribbon: C. W. Thorn & Co	7 45		
		156 00	
Stationery: Wm. Ballantyne & Son		17 15	
Water rent, one year, ending June 30, 1885		18 00	
Carried forward			$572 90

Brought forward		$572 90
Repairs:		
Papering: G. Y. Hansell	$12 00	
Plumbing repairs: T. Fritz	3 75	
New galvanized iron cornice: Whyte & Overman	60 00	
Painting cornice: Wm. E. Spalding & Co	32 00	
Repairing chimneys: C. G. Ball & Son	62 50	
Locks and keys: Rhodes & Simms	7 12	
General repairs: Notley Anderson	27 25	
Lock at office of Mr. F. T. Browning	1 25	
		205 87
Advertising:		
Evening Star	$27 69	
Washington Post	27 25	
National Republican	25 60	
		80 54
Printing:		
Judd & Detweiler	$27 00	
R. O. Polkinhorn & Son	10 00	
Cards: F. H. Stickney	1 10	
		38 10
Insurance:		
Firemen's Insurance Company	$12 00	
Columbia Fire Insurance Company	12 00	
		24 00
Prizes and Premiums:		
Thomas F. Dennis, first prize at Law Commencement	$40 00	
S. Laing Williams, second prize	30 00	
G. A. Prevost	20 00	
		90 00
Use of National Theatre for Law Commencement: W. H. Rapley		100 00
Sundries: F. H. Stickney		3 65
Commission on collections: F. H. Stickney		319 56
Transferred to Academic Fund		2,892 38
		$4,327 00

Corcoran Scientific School Fund.

Receipts:		
Tuition		$3,569 35
Payments. *Sataries:*		
Prof. Harry King, on account	$300 86	
Prof. A. H. Janus, on account	310 53	
Prof. S. M. Shute, on account	269 77	
Prof. J. Howard Gore, on account	215 00	
Prof. H. L. Hodgkins, on account	262 69	
Prof. E. T. Fristoe, on account	646 32	
F. H. Stickney, commission on collections	103 62	
		$2,108 79
Balance		$1,460 56

Corcoran Endowment Fund.

Balance per last report	$6 29	
Receipts:		
George M. Morse	500 00	
Contributed by a friend	100 00	
		606 29
Investment:		
$500 D. C. 3.65 bond at 113½		567 50
Balance		$38 79

Recapitulation.

Academic Fund:		
Balance per last report	$10,862 12	
Receipts during year ending May 31, 1885	70,400 49	
	81,262 61	
Payments: Salaries	15,131 72	
Miscellaneous	59,275 10	
	74,406 82	
Balance		6,855 79
Carried forward		$6,855 79

Brought forward			$6,855 79
LAW FUND:			
Balance per last report	$2,892 38		
Receipts during the year	10,652 00		
		13,544 38	
Payments: Salaries	7,225 00		
Miscellaneous	4,327 00		
		11,552 00	
Balance			1,992 38
CORCORAN SCIENTIFIC SCHOOL FUND:			
Receipts during the year		$3,569 35	
Payments: Salaries, &c		2,108 79	
Balance			1,460 56
CORCORAN ENDOWMENT FUND:			
Balance per last report	$6 29		
Receipts during the year	600 00		
		606 29	
Investments		567 50	
Balance			38 79
			$10,347 52

SCHEDULE "B."

Scholarship Funds.

ELTON FUND.

Chesapeake and Ohio Canal bonds, interest six per cent., payable January and July, Nos. 2041, 2053 to to 2058, 2060; each $1,000		$8,000 00	
Nos. 1640, 1641; each $500		1,000 00	
			$9,000 00
Carried forward			$9,000 00

Brought forward		$9,000 00
KENDALL FUND.		
Chesapeake and Ohio Canal bonds, Nos. 1642, 1643; each $500	$1,000 00	
U. S. four per cent. bonds, interest payable January, April, July, and October, Nos. 101966, 101967; each $1,000	2,000 00	
D. C. 3.65 bond, interest payable February and August, No. 3141	1,000 00	
Note of J. W. Hogg, secured by real estate	1,875 00	
		5,875 00
FARNHAM FUND.		
Chesapeake and Ohio Canal bond, No. 2164		1,000 00
DAVIS FUND.		
Chesapeake and Ohio Canal bond, No. 960		1,000 00
CARTER FUND.		
Chesapeake and Ohio Canal Bond, No. 2165		1,000 00
WILLIE E. FITCH FUND.		
Note of Wilbur F. Nash due in five years from December 5, 1883, with interest @ five per cent., payable semi-annually, secured by deed of trust on sub-lot 70 in square No. 511		1,000 00
		$18,875 00

NOTE—The Chesapeake and Ohio Canal bonds contain coupons of July 1, 1864, *et seq.*

SCHEDULE "C."

Corcoran Endowment Fund Investments.

BONDS:

Cincinnati Municipal Coupon bonds, interest $7\frac{3}{10}$ per cent., payable January and July, Nos. 2864 to 2881, 3293 to 3299, 5015, 7576, 7583, 7591, 7595, 7689; each $1,000		$31,000 00
Interest collected to January, 1885.		
United States fours, interest payable January, April, July, October, Nos. 65567 to 65570, 112936 to 112938; each $100	$700 00	
Nos. 57162, 66121, 81177, 92533; each $1,000	4,000 00	
		4,700 00
Interest collected to April, 1885.		
State of Missouri six per cent. consolidation bonds, interest payable January and July, Nos. 271, 272, 273, 979, 3480, 3481; each $1,000		6,000 00
Missouri State Railroad bonds, interest 6 per cent., payable January and July, issued to:		
St. Louis and Iron Mountain R. R., Nos. 1562, 1574, 1743, 1765, 1871, 1942, 2002, 2142, 2188, 2551; each $1,000	$10,000 00	
The Pacific R. R., Nos. 4050, 4813, 4814, 5204, 5205; each $1,000	5,000 00	
North Missouri R. R., Nos. 1240, 1513, 1523, 1811, 1900, 3312, 3530; each $1,000	7,000 00	
		22,000 00
Interest collected to January, 1885.		
City of Warsaw bond, Nos. 109, 110, six per cent., interest payable January and July; each $100		200 00
Interest collected to July, 1884.		
Olathe bond, No. 20, seven per cent., interest payable May and November		250 00
Interest collected to May, 1885.		
District of Columbia three-sixty-fives, interest payable February and August, Nos. 3162, 3163, 3164, 3450; each $1,000	$4,000 00	
No. 27291	500 00	
*No. 16156	500 00	
Nos. 2861, 3229, 3230, 3324, 6755, 7179, 7373; each $50	350 00	
		5,350 00
Interest collected to February, 1885.		
Par value		$69,500 00

*The $500 D. C. 3.65 bond No. 16156 cost $567.50.

NOTES:		
Notes from individual subscribers		$3,925 00
Of this amount $1,125 believed to be worthless.		

SCHEDULE "D."

Miscellaneous Securities.

District of Columbia:		
Three sixty-fives, interest payable February and August—Nos. 16653 to 16656—each $500	$2,000 00	
Nos. 7881, 7882, each $50	100 00	
		$2,100 00
Quinsigamond National Bank:		
Certificate No. 5, for 5 shares		500 00
City of Hannibal 6 per cent. bond:		
No. 14 D, interest payable April and October		500 00
Interest collected to April 1, 1885.		
		$3,100 00
In addition to the above are the following, reported to be worthless:		
Maysville and Lexington Railroad bonds, Nos. 101, 131, 132, 235, each $1,000		$4,000 00

Schedule "E."—Table of Insurance.

Premises.	Amount.	Name of Company.	Location of Company.	No. of Policy.	Premium.	Policy Expires.
Law Building	$3,000	Columbia	District of Columbia	1,169	$12 00	Jan. 29, 1886. 1 yr.
	3,000	Firemen's	" "	17,531	12 00	Jan. 29, 1886. 1 yr.
Cutler (Third street) house	5,000	Arlington	" "	4,887	15 00	Jan. 5, 1886. 1 yr.
New Preparatory Building	5,000	Columbia	" "	980	15 00	Nov. 1, 1885. 1 yr.
	2,500	Franklin	" "	8,640	7 50	Nov. 1, 1885. 1 yr.
New University Building	5,000	Columbia	" "	1,888	15 00	Jan. 10, 1886. 1 yr.
	5,000	Riggs	" "	209	15 00	Jan. 10, 1886. 1 yr.
	5,000	Arlington	" "	5,273	15 00	Jan. 10, 1886. 1 yr.
	5,000	Corcoran	" "	3,360	15 00	Jan. 10, 1886. 1 yr.
	5,000	Franklin	" "	9,171	15 00	Jan. 10, 1886. 1 yr.

REPORT OF AUDITING COMMITTEE.

To the Corporation of the Columbian University.

GENTLEMEN: The Auditing Committee have examined the bonds, notes, &c., exhibiting the investments of the moneys pertaining to the various endowment funds and the miscellaneous securities of the Corporation now in the hands of the Treasurer, and find the foregoing schedules to be correct, and that the bonds, &c., are now safely kept in the vaults of the National Safe Deposit Company.

We have also carefully examined the foregoing statements of receipts and expenditures during the year ending May 31, 1885, and balances, and find the same to be correct, and to agree with the vouchers.

HENRY BEARD.
JOHN T. GIVEN.

WASHINGTON, *June* 1, 1885.

NOTE.—Mr. J. O. Wilson, of the Committee, was absent from the city at the date of the above examination.